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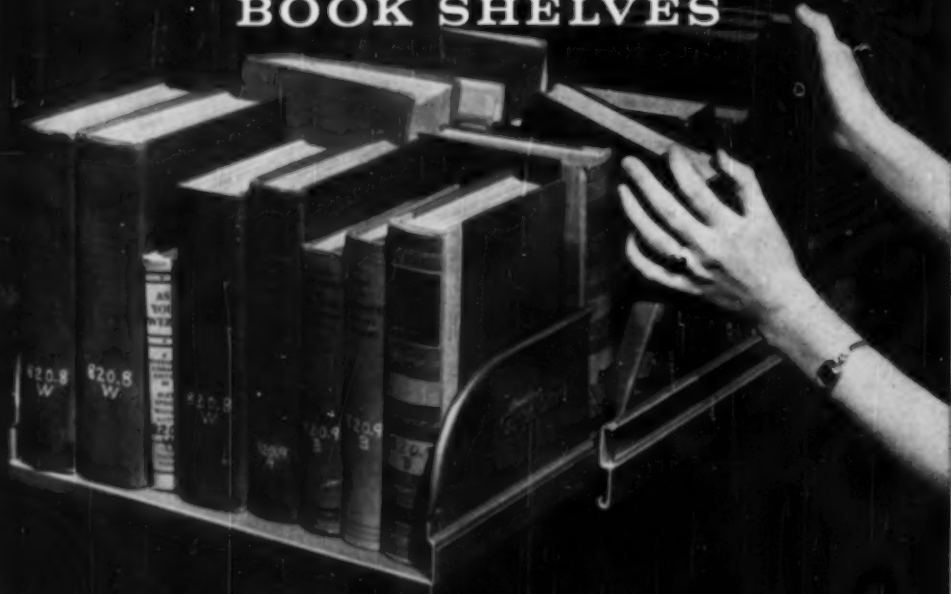
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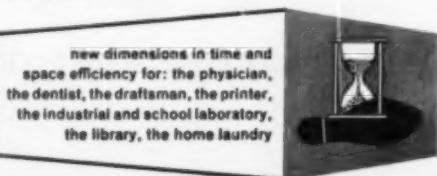
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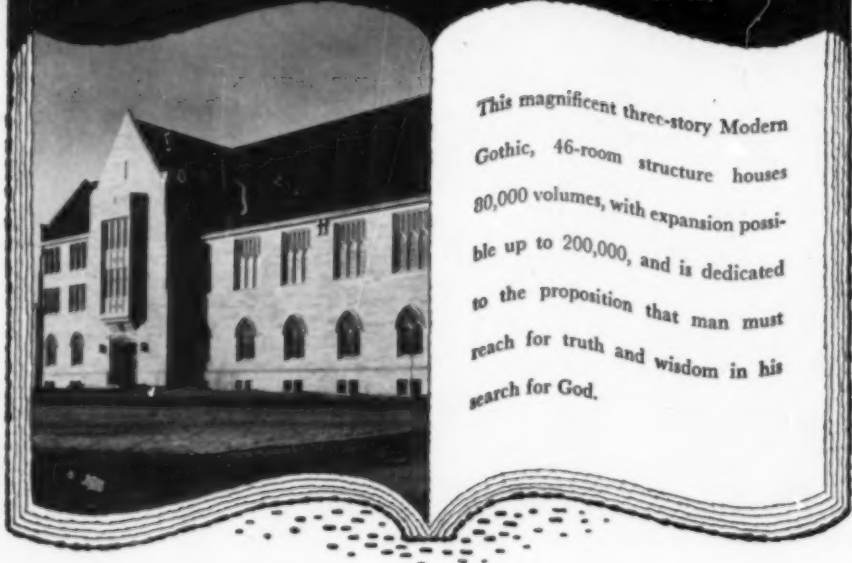
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Indiana University Libraries, 1829-1942

By MILDRED HAWKSWORTH LOWELL

DID THE LIBRARIES at Indiana University develop according to a plan which recognized the changing role of the academic library in higher education? Did the people of Indiana University consciously seek to remodel the libraries to meet changing needs? Did they have a well-conceived and unified plan for the development of library services? Or did the library developments, although attached to the growth of the university, result from the needs and contingencies of the moment and the pressures generated in the changing university? These questions can be answered in terms of (1) what people said about the library, its scope, etc. and (2) what actually happened in the library.

Why did the Hoosier pioneers want a university with a library? The majority of early settlers in Indiana were poor, hard-working, southern farm people who were attracted to Indiana because of the liberal land policy. These were the people who dominated the educational objectives and philosophies of the state and in 1807 passed an act of the Territorial Legislature to incorporate a university and to finance a university library. The Hoosiers wanted a university in which capable youths regardless of their economic status could be educated for intellectual leadership. They believed in individual freedom and the worth of the plain people and envisioned a tax-supported system of education ascending in regular gradation from primary schools to a university. The university with its library was the ultimate goal in the educational development of the individual.

Mrs. Lowell is Lecturer, Division of Library Science, Indiana University. This article is a condensation of the author's Ph.D. dissertation at the Graduate Library School, University of Chicago, December, 1957.

THE BOARD OF TRUSTEES DEVELOPS THE LIBRARY, 1829-1874

Indiana University had its origin in a legislative grant in 1820. Two buildings were erected and the first classes in Greek and Latin were started in 1824. This was the only institution of higher education in Indiana at that time and was one of four on the western frontier. A room was provided in the first building for a library, and the trustees directed the first president to select the original collection which he brought to Bloomington when he assumed the presidency in 1829. This collection of books and the private libraries of the faculty members were the students' only sources for printed materials. Although there was some publishing done in the state at this time (newspapers; religious, legal, and literary books; and printed political speeches and broadsides), it was not relevant to the college curriculum. Because of the lack of transportation facilities, it was difficult to obtain publications from the east. The first east-west and north-south roads in the state were started in 1830. Indian tribes were still a subject of grave concern. The only other libraries in the state were private ones at Vincennes and New Harmony, and the Indiana State Library at Indianapolis, for which the first volumes came by stagecoach in 1824.

At a meeting of the board of trustees in 1837, library rules were adopted, and

William R. Harding, tutor of the preparatory department, was appointed librarian for the academic year; he was followed by James Findlay Dodds in 1838. Theophilus A. Wylie became librarian in 1841 and served until 1879. All three librarians carried a full teaching load. Reports of the board of trustees frequently referred to the library and its development, indicating both pride and interest on the part of the members. This pride was justified when one realizes the condition of pioneer life at this time. The book collection grew slowly by means of occasional appropriations from the board, gifts of documents from the state and federal governments, and a few gifts from individuals.

During the period 1829 to 1874, the library was open on Saturday mornings for the circulation of books; this was typical of academic libraries in the nation at that time. Non-curricular use of the library was made both by faculty members and by students, but no reading room was provided. The board directed in 1842 that a catalog listing the contents of the library be compiled and printed. Catalogs for several academic libraries had been printed prior to this time. A study of the holdings of Indiana University Library as listed in the 1842 catalog revealed an unusually fine collection which had been specifically selected for the needs of the curriculum as well as for informational and cultural reading. Many lexicons, dictionaries, concordances, etc., were available for use in the curriculum. Trustees provided the library with current historical and literary works which they believed should be available for students and members of the faculty.

This library of about five thousand volumes, the law library, and the two literary society libraries were destroyed by fire April 9, 1854. The university library collection represented about 22 per cent of the more valuable book resources of the state and was a great loss not only to the university but also to the cultural

development of the state, which was just emerging from the pioneer era at this time.

A new building was erected after the fire, and two rooms were assigned to library use—one for the university library and one for the law library. The curriculum had expanded to two courses—the four-year "regular course" of classical studies leading to the Bachelor of Arts degree and the three-year "scientific course" leading to the Bachelor of Science degree. The new university library received a good start in 1855 when a bookseller and publisher of Cincinnati offered the university \$1500 worth of books from his stock to be selected by the faculty, and the board of trustees appropriated a large sum of money. After the student newspaper started publication in 1867, students made their library needs known. They recognized the need for a reading room in the library furnished with newspapers and periodicals to be used by all students for recreational reading and by debaters in finding material for their speeches. A new era began for the library in 1875 with the inauguration of a president who believed in libraries, a regular annual library budget, and provision of larger quarters specifically planned for library use.

FOUR PRESIDENTS INFLUENCE LIBRARY GROWTH, 1875-1904

The library's development from 1875 to 1904 was influenced directly by presidents Moss, Jordan, Coulter, and Swain. The board of trustees continued to make certain decisions relative to the library, but it never again controlled the library as it had prior to the appointment of Dr. Moss in 1875. The thinking of these presidents was influenced to some extent by ideas acquired at professional meetings and through professional literature. National developments in communication and transportation during the last quarter of the nineteenth century broke down the isolation of professional peo-

ple, and scholarly and scientific activity began to center in the colleges and universities. This new intellectual activity, plus several library and publishing developments, in turn affected the development of all libraries in the nation.

Moss's philosophy regarding the place of the library in the curriculum marked the beginning of a wider, more educationally effective type of library service. He built up the natural and liberal arts, outlined programs leading to the master's and doctor's degrees, and introduced history and elective subjects into the curriculum. These curricular changes created new demands upon the library.

Moss was responsible for obtaining an annual budget for the library, for opening the library every day, and for appointing a full-time librarian, William Wesley Spangler, who held this position from 1880-1893. Spangler opened a reading room where magazines, newspapers, and books were available, and during his regime the library was designated as a depository for all public documents published in the state of Indiana and by the U. S. government. Only six years after Dewey's decimal classification was published and when the making of card catalogs was not common, Spangler classified the books according to Dewey and prepared a card catalog of the collection. He also offered library instruction. This library of twelve thousand volumes and three thousand pamphlets was destroyed by fire on July 12, 1883.

Because the campus was too small for the growing university, the board of trustees decided after the fire to acquire a larger site. Provision for the library was made in Wylie Hall, one of the two buildings erected on the new campus. A year and a half after the fire, David Starr Jordan succeeded Moss as president, and on his second day in office asked the alumni to persuade the legislature to appropriate money for replacing the library. The resulting appropriation was the largest received by the library up to

that time, and it was not equaled or exceeded until 1879. Jordan made his personal collection of reference books accessible to biology students, introduced the major subject system into the curriculum, and encouraged promising alumni to study abroad and prepare for teaching at Indiana University. When these men returned, they brought seminar teaching methods to the campus and started laboratory collections of books which later became departmental libraries. New library rules adopted in 1887 gave the librarian more authority in managing the library, and authorized the president to decide on the use of books by departments.

As the new book collection was acquired, it was classified by Dewey decimal classification, cataloged in a dictionary card catalog, and made available on open shelves. By June 1888 the librarian's responsibilities had increased so greatly that it was necessary to employ three catalogers to assist Librarian Spangler. The librarian lectured to classes about library classification and to groups of new students about the library and its use. At about this time library instruction similar to that offered by Spangler was being given at Amherst, Bowdoin, Colgate, California, Cornell, Wellesley, Iowa State Agricultural College, Johns Hopkins, and Michigan.

The rapidly growing book collection and the reestablishment of the law school and its library in 1889 created pressure for a separate library building. Maxwell Hall, completed in 1891, was designed to house the main university library, the law library, and some teaching departments. Because there was extensive development in university library building at this time in the United States, this building benefited from professional library opinion, from improved building techniques, and from architectural thought, which was increasingly emphasizing functionalism in planning. The provision of a reference reading

room in the building reflected the acceptance at this time of the theory of reference service by American libraries generally.

John Merle Coulter, a botanist, who served as president from 1891 to 1893, carried forward Jordan's educational and scientific ideas, including the encouraging of research, and, in addition, offered extension classes to the people of the state. Departmental libraries for botany, zoology, and mathematics were announced in 1891, and within a few years departmental libraries also existed for geology, chemistry, and physics.

Dr. Joseph Swain, who succeeded Coulter as president in 1893, called attention in his inaugural address to the necessity for increasing library facilities. Throughout his nine years as president, he was keenly interested in the development of the library and chose the librarians with great care. Swain considered it highly important that the library be as useful as possible to students and professors and believed it was necessary for a librarian to be trained for the work. Some other colleges and universities at this time were beginning to employ professionally trained librarians. While searching for a librarian to replace Spangler, he appointed Louise Maxwell as acting librarian from 1893 to 1896. She found it necessary to change Spangler's open-shelf policy because of damage to the books, separated the stacks from the reading room, and instituted a system of stack permits. Alexis V. Babine, librarian from 1896 to 1898, brought to his position a knowledge of book discounts and ordering practices used by other libraries. He limited the circulation of books because he wished the collection to be available in the library at all times, employed student assistants, and created another reading room. During his term as librarian, from 1898 to 1903, George Falvel Danforth instituted a reserve book system, provided a faculty reading room, and the library hours were lengthened. Danforth

devised a new classification scheme, and the book collection was reclassified and recataloged. He taught the first summer library course offered in Indiana, and edited two ambitious bibliographical works, one of which was the *United States Catalog; books in print, 1899*.

Each of the four presidents from 1875 to 1904 worked diligently to increase the library appropriations, and as a result library expenditures in 1903 were almost 2000 per cent greater than in 1875. By the end of this period, the administrative organization had become so complex, the president was able to give less and less time to the details of library management, and a strong library administrator became necessary. Simultaneously, during these years the librarian had gradually become increasingly important in guiding the library's development, and during the first quarter of the twentieth century, Jenkins, appointed in 1904, dominated library management and control.

THE JENKINS ADMINISTRATION, 1904-1921

The administration of William Evans Jenkins, from 1904 to 1921, reflected the new profession of librarianship which had been evolving nationally and the growing body of knowledge in library science. He had studied at the New York State Library School, had a wide knowledge of books and understood their worth and use in instruction and research. He had a grasp of established principles of library management and at the same time was capable of working out innovations to meet changing conditions. During his administration, he established policies in regard to purchasing, cataloging, building, use, library science courses, reference service, and classification which were sound and offered solutions for current problems as well as objectives for the future.

Greater continuity and better planned development of the library were possible during Jenkins' administration because

the same librarian and the same president served during these years. William Lowe Bryan took office as president August 1, 1902. He recognized the needs of the state and believed the university should provide professional and graduate training. As a result, the university curriculum was expanded greatly with the addition of new courses, departments, and schools. From 1904 to 1921, the enrollment increased more than two and one-half times, the library staff doubled, and the number of volumes in the library and the circulation almost tripled.

Many problems in library administration resulted from the practice of giving the instructional departments autonomy over their own book budgets. Jenkins analyzed these problems and offered solutions which were not accepted, but he did make some fundamental changes in the methods of purchasing books and in the handling of departmental balances. By utilizing printed Library of Congress cards (available three years earlier), cataloging was speeded up and done in more detail; the card catalog was essentially remade between 1904 and 1908. He visited many libraries and examined the building plans of many others in working out the design for a new library building which was ready for occupancy in December 1907. The library rules which limited circulation of books to overnight did not meet with his approval, as he believed a library existed to be used. Upon investigating the policies of other universities, he found no important university library restricted circulation as did Indiana, and more liberal home use rules were put in force in October 1906.

Jenkins organized and taught the first credit course in library science to be offered at Indiana; he outlined a course leading to the degree of A.B. in library science; and he offered a five-hour course in library apprenticeship for the training of library assistants. He employed the first professional reference librarian and

offered reference service to the public libraries of the state. Jenkins was the first librarian to become a member of the faculty library committee, and because of his influence, the committee of 1912-13 studied the library needs of the university in detail and compared the library with those of other universities. As a result of this study, the financial status of the library was greatly improved in the following years.

Although the disadvantages of the Danforth classification system had been felt for many years, Jenkins hesitated to reclassify because of insufficient staff, lack of agreement among libraries as to the ideal classification, and cost. After the United States entered World War I, the library staff was less busy because the book budget and enrollment were lower; it was necessary to replace the classifier who had done all the classifying since the Danforth scheme had been adopted; and eight college or university libraries were utilizing the Library of Congress classification and found it satisfactory. The time seemed right for reclassification. Due to the energy and efficiency of Ida Wolf, the reclassification project was made so unobtrusively as to be almost unnoticed by the users of the library and the cost was negligible.

FASTER GROWTH, ALEXANDER, AND THE LIBRARY COMMITTEE, 1921-1942

The library expended at a much faster pace between 1921 and 1942, when William Albert Alexander was librarian, than it had during any previous period. The acceleration in acquisitions grew out of national developments in scholarship and research, which in turn affected developments at Indiana University. These advances resulted from the cooperation of American professional organizations, the wealth that flowed into the universities and other research centers, the dislocations in Europe which interfered with the intellectual pursuits of their scholars, and the improved dissemi-

nation of the findings of scholarship. American librarians participated in developing tools useful in research projects such as bibliographies, catalogs, finding lists, dictionaries, encyclopedias, microfilm, and microprint. The Association of Research Libraries was organized for the purpose of developing and increasing the resources and usefulness of research collections. Indiana University Library was a member of this organization and staff members produced a *Union List of Serials in Indiana Libraries*.

Many changes in Indiana University stemmed from or were related to the national advances in knowledge and research. These included changes in curriculum, increased enrollment, the educational philosophy and objectives of President Wells, the work of the most active library committee in the history of the library, and the recommendations of three library surveys. The curriculum was expanded to include new subjects and to meet new demands of scholarship; four new schools were added, and there were many changes in the College of Arts and Sciences. University enrollment almost doubled in the twenty-one years. As the number of students, schools, courses, and the pressures for more adequate research materials increased, the need for better library facilities and services became evident.

A study of the university library was included in *Report of a Survey of the State Institutions of Higher Learning in Indiana* made in 1926. The surveyors recommended that the book collection be materially strengthened by accelerating the rate of acquisitions and that more staff be employed to take care of the additions. The 1927 legislature appropriated \$50,000 for each year of the next biennium for the library, and four additional staff members were employed.

Herman B. Wells, who succeeded Dr. Bryan as president in June 1937, believed that, in addition to providing superior education to undergraduates, the univer-

sity's research program should be expanded, the influence of the university should reach out to all parts of the state, and the people of the state should be drawn to the campus for educational experiences. To implement the expanded research program, the library committee, between 1937 and 1942, was given the responsibility by the board of trustees to (1) spend wisely a special library fund appropriated for each of these five years, and (2) consider all problems of library administration. The purposes of the fund were to purchase basic books and journals for research and graduate study which involved greater expenditures of money than ordinary departmental book budgets would provide; book collections for new departments and for departments whose library resources were inadequate; and special collections which came on the market and were needed for a department's research program. During the last year of the fund, the library committee was given the responsibility of allotting all book funds to departments as well as the special library fund.

Between 1938 and 1942 the library was surveyed by three groups of people. All departments of the university, including the library, were surveyed in 1938 by a faculty committee. The following year, the ALA board of education for librarianship surveyed the state to ascertain whether or not there existed in Indiana a need for a school which would train librarians for all types of libraries. The Indiana University Library was included in this survey to determine its suitability for use by a library school on the campus. Late in 1939 President Wells and the trustees asked the American Library Association to make a survey of the library.

As a result of these surveys, all libraries on the campuses, both in Bloomington and in Indianapolis, were integrated into a unified system under a director of libraries, all university money appropriated for purchase of library books was to

be allocated by the director, the library budget was increased, and library instruction was offered during the academic year and eventually became the division of library science. Dr. Robert A. Miller accepted the appointment as director of libraries and assumed his position March 1, 1942. Mr. Alexander continued as librarian until his death July 8, 1943.

DEVELOPMENT OF BRANCH LIBRARIES

Collections of books designed to serve the needs of a specific group of faculty members and students have been called by various names at Indiana University—seminar, departmental, laboratory collection, and branch library. Some of these collections and reading rooms were short-lived, others persisted through the years and survived to the present. The seminars were located in rooms in the central library set aside for that purpose; the departmental and branch libraries and departmental collections were usually located in another building.

The pattern of development of branch libraries at Indiana University followed in general that for other American universities. The oldest branch library at Indiana was that for law, which existed in 1847. An 1850 report listed branch libraries in universities for law, medicine, and theology. After the seminar method of instruction was introduced from Germany in the 1870's, departmental libraries in other subjects were established in many American universities. Indiana University faculty members who had used these libraries abroad found them useful and desired the same type of collection on the campus. Libraries for zoology, botany, and mathematics were in existence in 1891-92, a geology library existed in 1894, one for chemistry in 1895, and physics in 1902.

From the time the library moved into its first building (Maxwell Hall) in 1891, there has been a faculty library committee. This committee from 1891 to 1932 was predominantly composed of faculty

members in the humanities and social sciences. Probably representation of the sciences on the committee was not considered essential since each science had its own departmental collection. In many large library systems, most of the humanities and some of the social sciences have remained in the general library building.

The School of Medicine Library in Indianapolis came into existence when the school was founded in 1908. Departmental libraries in anatomy, physiology, and astronomy existed in 1913. The School of Dentistry Library in Indianapolis was organized in 1927 just two years after Indiana University purchased the school. The Indianapolis Extension Center Library and the Music Library in Bloomington were organized about this same time. The Business and Economics Library was started in 1937, University School Library in 1938, and Fine Arts Library about 1940.

By the late 1920's, there was a trend in American university libraries away from small and relatively inaccessible collections towards larger and readily available collections. With the change in the 1930's from narrow departmental courses to broader divisional courses and the concept of general education, some university libraries achieved a greater centralization of book resources by combining or eliminating departmental libraries and bringing all branch libraries into a unified system under the supervision of the university librarian.

At Indiana between 1937 and 1940 ten departmental libraries were combined to form four stronger branch libraries; and in 1942 all branch libraries were brought under the control of a director of libraries. Indiana University in 1942 had thirteen branch libraries of varying sizes with wide differences in housing and personnel; ten of these were on the Bloomington campus—Biology, Business and Economics, Chemistry-Bacteriology, Fine Arts, Geology and Geog-

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The Selection of a Divisional Reading Room Collection

By MARY EDNA ANDERS

SEVERAL TYPES of subject reading rooms have been developed in university libraries where a divisional organization has been adopted. In some libraries, particularly those in new buildings, stacks and reading areas are intermingled and the collection is kept in sequence by its classification. Subject emphasis is achieved by staffing the various service points with librarians specializing in the subject materials shelved in the immediate vicinity. In other libraries titles have been selected from the collection and shelved in areas identified by appropriate subject designations. Factors such as available space, size of the library's collection, and the academic program determine the number of volumes shelved in these reading rooms. Although variations exist, in a closed stack library a subject reading room generally contains from 10,000 to 15,000 titles and seats 150 to 200 people. It normally is staffed by librarians with subject specialization allied to the emphasis of the room. Generally there are three subject divisions: science, social science, and humanities.

In libraries where stack areas are closed, choice of material for the reading room becomes especially significant. The titles included in the divisions or reading rooms constitute the only part of the library used by many students, such as undergraduates without access to the stacks and students who never use the card catalog. Careful selection of the collection, therefore, contributes in considerable degree to the effectiveness of the room as well as to the general library program.

Surprisingly little has been written re-

Dr. Anders is Special Research Scientist, Industrial Development Branch, Engineering Experiment Station, Georgia Institute of Technology.

garding the nature and content of the divisional reading room collections. Descriptions in professional journals, even in handbooks intended for the students of the institution, usually suggest only that "reference books, bibliographies, periodicals, and reserves in each of the fields are located in the various reading rooms." Hall's¹ twenty tips offer the most help although they are rather general and more concerned with the merits of individual titles than with the reading room collections. Hence, librarians interested in developing a carefully planned selection policy cannot find information in the literature in actual practice in libraries where divisional reading rooms are maintained. Instead they must turn to the general literature on selection and use of material for aid in formulating an acquisition policy, and even here only slight assistance can be found. Although the basic principles of selection apply, additional guides are needed.

Selection of titles for a divisional collection represents the application of criteria to material already in the library collection, or to titles previously judged worth-while additions to the library. Selection of the initial collection is made by simply pulling from the stacks those volumes needed for the reading room. Subsequently, as new titles are purchased,

¹P. C. Hall, "Twenty Tips for Book Selection," *Wilson Library Bulletin*, XXVII (1953), 652.

a decision is made as to whether they will be shelved in the stacks or in the reading rooms. In this way selection for the room is continuous and does not end with the establishment of its collection. To guide this selection and supplement its general book selection policy, the library needs a statement of acquisition policy specifically for the reading rooms.

No adequate expression of such policy for the reading rooms can be formulated until a clear statement of their purpose and function has been prepared. An effective collection cannot be developed without specifying reading room responsibilities. This specification of reading room functions and of a policy regulating development of their collections requires the consideration of a number of factors which may be grouped as follows: those dealing with the library's organization, those relating specifically to the functions of the reading rooms, and those concerning the development of an acquisition policy.

ORGANIZATION OF THE LIBRARY

A library's organization influences the functions assigned to reading rooms. For example, the existence of a general reference room, branch libraries, or professional libraries circumscribes the activities of subject reading rooms. A separate undergraduate library limits their clientele to a more homogeneous group. In addition, reading room activities are affected by circulation procedures; a central circulation desk automatically relieves the reading room staff of those routines. Likewise, the kind of personnel assigned to reading rooms tends to define their functions. Professionally trained specialists offer service which cannot be provided by clerical personnel.

The availability of bibliographical tools including both published works and card catalogs also modifies the programs of the rooms. Administrative decisions regarding organization of services, distribution of personnel, and the nature

of bibliographical resources are part of the routine operation of the library. These decisions shape the activities of the specialized reading rooms, and their relationships should be carefully examined because they provide the framework within which the functions of the reading rooms must be specified.

FUNCTIONS OF READING ROOMS

In order to define the purpose of divisional reading rooms their basic nature should first be established. Are they specialized reading areas, or are they primarily specialized reference rooms? If a room is to serve primarily a reference collection in social science, for example, the titles will vary from those in a room where the emphasis is placed on reading guidance. More specifically, a complete file of the *U. S. Decennial Census Reports* will probably be found on the shelves in the former situation but only the more recent volumes in the latter situation.

A second fundamental point that should be considered in outlining the purpose of the rooms is that of the relation of the collections to the program of the institution. Should the reading room collections reflect the literature of their subjects rather than the courses offered by the university? If the collections are geared to the courses offered, one is apt to find a number of gaps; that is, some aspects of a subject completely ignored. On the other hand, if the collections are aimed at a representation of the literature of a subject, one may find that, due to their comprehensiveness, the coverage for specific courses lacks depth. To be more specific, any representative collection in sociology should include publications on gerontology, but not all sociology departments offer courses in that area.

Another question that should be answered before the reading room collections are developed involves consideration of the people whom they serve.

Conceivably, the users of the room may affect the nature of the collection needed. It can be assumed that graduate and undergraduate students are better served by different types of collections. Although the rooms are expected to serve all library users, it seems expedient to emphasize the needs of one particular category of users in planning the collection.

Possibly these questions are not valid; their answers may have little or no influence on the effectiveness of the collection. Fundamental principles of book selection, however, tend to support the acceptance of their relevance. Due to a lack of evidence to the contrary they are regarded as legitimate questions ultimately affecting the success of divisional reading rooms and the quality of service to their users. Other questions can be raised but probably subordinated to the three above. While additional questions would undoubtedly clarify functions of the rooms, these three provide sufficient foundation to develop an acquisition policy to support the philosophy they express. Actually the important factor is not so much the answer itself but the recognition and the consideration of the questions. Of course the answers should be consistent, firmly based on the best professional thinking and existing knowledge regarding the users' needs.

The following statement of functions of a subject reading room has been formulated to suggest an approach to the development of one in a specific situation.

The divisional reading room has been organized to bring undergraduate students into direct contact with a large number of books without exposing them to a possibly frustrating experience of attempting to select their titles from the mass of materials available in the stacks. Thus, the collection housed in the room must provide the best choice of those books likely to be of value in terms of undergraduate usage. In planning and operat-

ing the room the needs of undergraduates should be emphasized. Their needs are greater because they have fewer privileges than other groups of library users. Their needs likewise exhibit less variation than do those of graduate students and faculty members.

The staff of the room is expected to render reference service and general assistance to users. The room, however, is designed, first of all, to give students direct access to materials. Therefore, this function, rather than reference service, is of paramount importance in planning the room.

The divisional reading room is intended to serve students with a general interest in the subject as well as those enrolled in courses. The collection, consequently, more nearly reflects the literature of a subject than the curriculum of the institution. While the staff would not in any sense wish to divorce the reading room from the curriculum, it does want to enrich the reading facilities directly available to students by making them something more than reserve or parallel reading collections. Certainly local academic interests and conditions will influence development of the room, but they must not circumscribe it.

Service to the student interested in a minute phase of, or in a specialized approach to, the subject does not fall within the responsibility of the reading room. Such students are expected to use the catalog and to secure additional material from the stacks to meet their needs.

Because recent books are normally in greater demand than older works, one of the major emphases of the room must be currency of the material. The collection should represent the best of current thinking as well as offer the student some historical perspective on its development.

Essentially, divisional reading rooms

are conceived as reading areas containing carefully selected titles which enable the undergraduate to read basic materials and to explore in sound general monographs. Each room and its collection will be so organized and administered as to encourage the student to make the fullest use of library facilities and to move beyond class assignments in his intellectual activity.

ACQUISITION POLICY

Once a clear definition of the functions of the rooms and their relationship to other units of the library exists, an acquisition policy can be formulated. This policy in practice would cover the initial establishment of the reading room collections and subsequent additions to them. As the following paragraphs illustrate, such a policy can be prepared by considering types of material in terms of the functions of the reading rooms.

General guides to selection:

1. Titles added to the collection shall, in addition to all other factors, be evaluated in terms of appropriateness for undergraduate use. This involves such points as treatment of subject, i. e., highly technical treatment means title is shelved in stacks.
2. Recency of material is of major importance and once a basic collection is established, no title published more than two years previously shall be added to the collection unless it satisfies a very definite and specific need.
3. Generally speaking, no effort is to be made to censor the collection. Material that would be isolated in a restricted section of the stacks, however, shall not be placed on open shelves in the reading room.
4. The collection shall not be developed to serve the special student. Research material shall remain in or be sent to the stacks.

5. The collection shall include titles for the serious reader.
6. Format shall be considered when more than one edition of a title is available, and preference shall be given to attractive and readable editions.
7. Paperbacks shall be used when available to meet the need for multiple copies.

Reference books:

1. Reference titles used regularly shall be shelved in the room; however, seldom used titles shall not be added to the collection because they reduce the amount of space available for books used by the students.
2. While the latest edition of a reference title is the only one found in the room normally, in the case of continuations such as *Annual Register*, as many volumes as experience indicates are necessary shall be retained.

Classics:

1. Germinal and landmark works shall be included freely in the collections.
2. Whenever possible, editions with notes or separately published commentaries about such works shall be included, keeping in mind that they are intended for the use of undergraduates and not for students engaged in graduate research.

Writings of leading figures in the respective subjects:

1. Because of their potential research value complete works of authors and collections of their writings and papers shall be shelved in the stacks rather than in the reading rooms.
2. The reading rooms shall tend to acquire "portable" and selected editions of the writings of the various authors.
3. The reading rooms shall include good editions of the outstanding

titles rather than the complete works of an author.

Series:

1. University series in various fields shall not be added to the room collections. If individual titles are needed, efforts to secure duplicate copies shall be made.

Foreign language titles:

1. The rooms shall tend to prefer good translations if available, leaving originals in the stacks.
2. Titles in languages not taught on the campus shall not normally be added to the room.
3. The foreign language section of the humanities division shall provide material for the language student.

New books:

1. New books are to be added freely but with the realization that each new title means one already in the

room must be retired to the stacks.

Reserve books:

1. Reserve books shall be shelved in a central reserve collection rather than in the various reading rooms.

Periodicals:

1. Selected current issues of periodicals shall be kept in the reading room but bound volumes, with the exception of those in science, shall be shelved in the stacks.

The preceding paragraphs indicate the type of problems that arise regularly regarding the nature of the material in the divisional reading room collection. By enumerating the functions of the reading rooms and preparing a written statement of acquisition policy, the library staff will have provided guides that will aid in the daily operation of the rooms and in the periodic evaluations of their effectiveness.

Cyrillic Union Catalog Microprints

A microprint edition of the Library of Congress Cyrillic Union Catalog is being published. Containing over 708,000 cards arranged by author and added entry, by title, and by subject, the Cyrillic Union Catalog consists of all the entries in Russian, Ukrainian, Byelorussian, Bulgarian, and Serbian reported to the Library of Congress by 185 major research libraries in the United States and Canada up to 1956.

All entries are transliterated into the Roman alphabet. For the benefit of readers not familiar with the original languages, English translations of the titles for all post-1917 dated publications, with the exception of belles lettres, are provided.

The microprints will be issued in bound volumes, labeled and indexed, and contained in a slip case so they can be shelved as books. Price will depend on the number of subscriptions received before December, 1961. If fifty-one or more subscriptions are received, the price will be \$360; if less than that number, \$410. Each subscription will include a 12-power hand viewer. Subscription orders or inquiries should be directed to the Library Division, Readex Microprint Corp., 115 University Place, New York 3.

Problems of Storing University Library Materials

By RALPH H. HOPP

THE SUBJECT OF THIS symposium, "Storage Libraries and Storage Problems" is one of inevitable interest to responsible administrators of libraries. Just as with retirement plans and old age pensions, at some time or another most of us will have to consider the subject seriously.

The concept of separate storage libraries is not at all new. At least sixty years or more ago the subject was given concrete consideration by President Eliot of Harvard, who at the turn of the century made specific recommendations for the storage of "dead" books.¹ Like many progressive ideas of that day, such as were generated by Melvil Dewey, President Eliot, and others, nothing much came of them until nearly a half century later.

Storing books in other areas on the campus away from the main library has been practiced, of course, for many years. Typically, however, books were stored in facilities that were anything but ideal and generally were in otherwise unusable rooms in humid basements of other campus buildings. Many of us, I am sure, have experienced the musty smell of rapidly deteriorating paper that greets one upon entering one of these air-locked, damp storage rooms.

The design and use of a separate storage library for any one particular library system has received little attention in the literature until quite recently. The Wilson and Tauber book on university libraries, published in 1956, gives slight

¹ Kimball C. Elkins, "President Eliot and the Storage of 'Dead' Books," *Harvard Library Bulletin*, VIII (1954), 299-312.

Mr. Hopp is Assistant Director, University of Minnesota Library. This paper was presented at the meeting of the ACRL University Libraries Section, Montreal, June 19, 1960.

attention to it.² The first issue of *Library Trends*, published in 1952, was devoted to "Current Trends in College and University Libraries" and very little if any space was given to the subject of storage.

It was just twenty years ago that the first separate library storage building came into being on any campus in this country. Iowa State University at Ames, in 1940, constructed such a building and, in a sense, pioneered the movement which is now becoming of general concern to many university libraries.³ Shortly afterward Harvard, through the New England Deposit Library, also utilized the separate storage facility.⁴

The chief concerns of past discussions on book storage have been primarily in areas of physical dimensions and economics. To enumerate only a few, I could mention discussions of such questions as: How do you determine capacities of given areas by the use of formulas of "X" volumes per square feet or per cubic feet? What is the optimum height of stacks for efficient storage of books? What is the average proportion of octavos, quartos, and folios that ought to

² L. R. Wilson and M. F. Tauber, *The University Library*, 2nd ed. (New York, Columbia University Press, 1956), pp. 54-55, 469-70, 521-22.

³ Charles E. Friley and Robert W. Orr, "A Decade of Book Storage at Iowa State College," *CRL*, XII (1951), 7-10, 19.

⁴ Keyes D. Metcalf, "The New England Deposit Library after Thirteen Years," *Harvard Library Bulletin*, VIII (1954), 313-22.

be used in figuring book storage capacities? How many and what size should range aisles be? What should be the proper distance between ranges and what effect do these distances have on capacity? What are the relative costs of compact versus standard stacks and how much gain is there in storage capacity when the compacts are used? What are the comparative merits and costs of storage of material as opposed to microreproduction of them? While these are all important questions that need answers, there are still more basic considerations.

Fundamental to any decision to build a storage unit is this question: Is it cheaper to store materials than it is to weed? It is a curious thing in the library profession that almost anyone can make the decision to add a volume to the library, but to weed one from the collection often requires endless consultation and the process generally becomes so costly that weeding is seldom done to the extent that it perhaps otherwise would be.

Probably the most frequently given reason for building a storage library is simply that it provides a means for extending the life of the main library building. An adequate plan that results in more than just a postponement of the day when a new main library will be built must be based not only on a study of weeding that can be done or the selection of the materials that can be moved to storage, but also upon an analysis of the growth of the collection, as was done by Mr. Metcalf.⁵ A study of prospective space needs during coming years may show that storing from the present collection is not enough but must also include storing a part of new acquisitions. This, of course, has implications for such questions as cooperative acquisitions programs, or brings to the fore that ubiquitous but never solved problem, the acquisitions policy.

⁵ *Ibid.*

The development of any library is dependent upon the wisdom of the acquisitions program. If we admit that we have many books that can logically go to storage does this mean that we have selected badly? Or do we only put older materials in storage, maybe hedging against the future and the possibility of need for these materials? The trend toward increased use of storage libraries is undoubtedly a symptom of a much more basic problem. Aren't we approaching the time when we have to start actively considering the necessity for specialization among institutions in the development of collections? Whether desirable or not, few institutions can afford the luxury of having every book or periodical it might conceivably need within easy paging accessibility. After all, books that can be borrowed from another institution, whether another university or an organization specializing in cooperative acquisitions and storage, differ in availability only in the matter of degree from books placed in a separate storage building on our own campus. As Mr. Metcalf has pointed out, the New England Deposit Library has demonstrated that the inconvenience entailed in storing library books at a distance from the main library is *not* an unbearable burden on scholars. In other words, are we deferring decisions that perhaps ought to be made soon rather than wait until library storage buildings become standard items in our institutions' budgetary requests?

If there are those who have been thinking casually of the time when they will be building a storage library, they will want to consider carefully the many factors involved in such a move. At the University of Minnesota we have set up a pilot-plant operation, taking one level of our central stacks as a sample storage unit. This was done in anticipation of our move to a storage building soon to be constructed in an off-campus location about one mile from our main library. Some of the problems that have been

raised in this small-scale operation are more easily handled through this experimental unit than if we were faced with the full-sized storage library.

Before a book is shelved in a new storage unit a decision has to be made as to whether storing by classification number should be adhered to in the shelving. Or isn't classification important in a little used collection? The other alternatives to shelving by classification are: shelving in fixed and compact order arranged by size and in order of receipt; or grouping the material by the unit from which it came, so that, for example, all chemistry library materials will be together as will those that came from other departmental libraries or other library division; or a combination of these methods.

It seems evident that the era of storage libraries is fast approaching, if indeed it has not already arrived. Recognizing that research should precede and determine practice, the Council on Library Resources, Inc., recently made two grants for studies in this field. The University of Chicago Library, the recipient of one such grant, is presently working on a project which has as one of its objectives the determination of patterns of use of library materials.⁶ From these it is hoped that standards of selection can be arrived at upon which to base university library book-storage programs. The study will consist of taking a sampling of a given library's book stock in certain subject fields and establishing the amount of circulation selected books have undergone since their acquisition. The books in these various subjects will then be

characterized by such factors as date of publication, language of text, date of acquisition, and others, to determine the bearing of these factors upon book circulation. Several university library collections will be used in the research project.

The Yale University Library, also through a grant from the Council on Library Resources, Inc., is studying the problem of selection of materials for storage.⁷

We are, of course, gradually accumulating experience upon which we can draw as we consider some of the problems faced in setting up storage libraries. As of now, however, one could fairly safely say that there are few experts in this field. I have indicated that Iowa State University has had a storage library for nearly twenty years. Their experience, I believe, has shown that the storage unit has become an important and indispensable part of their library system. The University of Michigan also has a separate building devoted primarily to the storage of selective collections. The Harvard experience with the New England Deposit Library is a matter of published information and falls between the single-unit storage building for one library and the joint cooperative storage plan of the Midwest Inter-Library Center participated in by a group of libraries.

Because of the paucity of published information on storage libraries, reports of the practical considerations, as well as the experimental findings, of day-to-day storage library operations are of continuing interest to a wider and wider audience of university librarians.

⁶ Council on Library Resources, Inc. *Third Annual Report, for the Period Ending June 30, 1959*, p. 33. (Also see CLR's news release, "Recent Developments," No. 17, April 26, 1959.)

⁷ John Ottemiller, F. Bernice Field, and Lee Ash, "The Selective Book Retirement Program at Yale," *The Yale University Library Gazette*, XXXIV (1959), 64-72. (Also see CLR's news release, "Recent Developments," No. 16, March 18, 1959.)

Anniversary Issue

CRL readers will be interested in the July 1961 issue of *Bulletin of the Medical Library Association*, which is the anniversary issue on the National Library of Medicine. Special attention might be called to the "Memoirs of Robert Fletcher" by Dr. Estelle Brodman and "Physicians to the Presidents, and Their Patients: A Bibliography" by Charles A. Roos.

Storage Records and Servicing

By FRED L. DIMOCK

OUR EXPERIENCE with storing books from the stacks of the general library at the University of Michigan goes back only to 1949. Prior to that time, our stacks had been overcrowded for years. Books were being shelved on the aisle floors and on wooden book-cases on the walls of the stacks. A second shelving arrangement existed on metal cases around the perimeter of some of the stack floors. Conditions for library users and library staff were indeed difficult. Similar conditions existed in most of the branch libraries housed in other buildings. Space for storage outside of the general library building became a reality in 1949 when the third floor of the stacks in the new business administration library was turned over to us. This floor accommodated forty thousand volumes. It was decided to select only sets of serials that had ceased publication and that as far as we knew were little used. This was advantageous as it was possible to make maximum use of the space available because it was not necessary to leave room for expansion.

Since this was our first experience at selecting material for storage, and even though we were fairly sure that the sets selected were not heavily used, it might happen that some of these items would have to be brought back because of unanticipated usage. It was at this time that our policy of not changing locations on the catalog cards was made. The initial expense of changing these records would have been great, and the possibility of having to relocate some books and once more change the records was a strong factor in setting the policy. There were also some special files which would require changing, such as the book-plate file, etc. Thus, the decision was made to keep a record of the stored volumes

Mr. Dimock is Head of the Circulation Department, University of Michigan Library. This paper was presented at the meeting of the ACRL University Libraries Section, Montreal, June 19, 1960.

only in the circulation department charge-out file. This was a simple and inexpensive means of control, costing only a few cents apiece for charging cards for the circulation charging file. The storage charge was made on a regular 3 x 5 charging card and interfiled in the circulation department file, which is a union file of all charges for stack books removed from their locations for circulation, binding, use in carrels, etc.

There were many things in favor of not changing catalog records at this time, other than the fact that our method was a simple and inexpensive means of control. The circulation desk was on the second floor close to the public catalog and centered between the only entrance and exit to the stacks. The stacks were open only to graduate students and faculty. All "not-on-shelf" reports for undergraduate students were automatically checked against the circulation file. Graduate students and faculty were accustomed to checking at this file for information on books they could not locate. Since the forty thousand volumes were represented by only fifteen hundred reference cards in the circulation file, there was no overcrowding. For the convenience of stack users manila envelopes were placed on the shelves stating that the set was in storage.

No more storage areas were provided until 1951, when we moved the entire T classification of twenty-five thousand volumes housed in the general library to the basement of the school of education building. The storing of this entire classi-

fication was not a hardship to library patrons since the engineering libraries with their extensive technical collections were centrally located on the main campus.

Our policy of not changing the location on the catalog cards for books sent to storage was continued. Since all the general library T classification was involved, the only control record needed in our circulation charge-out file was a single charging card. To assist stack users the change was recorded also on all stack directions. This collection was later moved and integrated with those of the engineering libraries when the latter moved to quarters in the new undergraduate library building. The simplicity and minimum of record keeping for block storage cannot be better illustrated. When this entire T collection of twenty-five thousand volumes was relocated in the engineering library only one card record, the one in the charging desk file, needed to be changed. The only other change was to alter the stack directory. The engineering library, however, has no catalog of this collection and Mr. Harrell, the engineering librarian, considers this a handicap in the servicing of this material.

In spite of the removal of the books to the two buildings mentioned it was not long before conditions in the stacks of the general library became as difficult as ever. Additional space could be provided on the central campus by adding to our present building or by providing another building. Because of the already overcrowded central campus, the university administration decided to erect a building especially designed for storage on the North Campus.

In preparation for the move to the new storage building, a committee of library staff members was formed to make recommendations concerning library storage records. The committee considered the experience that the catalog department had in 1953 when it transferred

approximately three thousand volumes from the science library to the social science library. The report to the committee was that the time required to change the stamping on the catalog records was the equivalent of a full-time position for three months. Based on this previous experience, the catalog department estimated it would take five full-time employees five years to complete the changing of records for transferring 300,000 volumes to the annex. The committee felt that this was too expensive and too slow and that a continuation of our system of simply putting cards in our main circulation file seemed the wise course to follow for many reasons. Basically, this system had a high degree of flexibility. If it were discovered that some of the stored items had heavier usage than anticipated, the items could easily be sent back with little expense to the library. However, if the catalog card had been changed in the public catalog, the official catalog, and the shelf list, a costly record-changing operation would follow when it was found necessary to return items to the stacks of the general library.

Also, the committee felt that the system would have the advantage of permitting rapid preparation of records. The committee's proposals were accepted and meant that the catalog department would not have to do anything with the changing of records at least for the time being and the work of record preparations would proceed under the direction of the circulation department.

Because of the considerable increase in the number of volumes and titles, our problem of preparing for the move and of record keeping was more complex. Fortunately, we had recently purchased a Photoclerk machine which proved to be of great assistance in the preparation of records. For adequate control it was decided to photograph three copies of the shelf list card for each title selected: one copy to be filed in the circulation charge-out file, the second for a shelf list record

at the North Campus, and the third as an insurance record. The shelf list record and the insurance record are now filed in regular catalog drawers at the annex. Our charging records are filed, however, vertically, or the long way, which meant adapting the photographic record to the circulation department file. The essential information concerning annex location and call number were written on the reverse side of the photographic record, and it was filed vertically in our charge-out file.

On arrival at the new storage building, all materials were first inventoried, sized, then coded according to floor and drawer location, and finally shelved. The coding was marked on shelf list photographic records and on special labels which were then placed on the spine of each volume. As a result of the inventory, all shortages and missing items were recorded on the reverse side of the annex shelf list photographic records. As yet we have not been able to record this information on the insurance records; and until we have a final decision, based on a pilot project, from the catalog department on the changing of the location on catalog records, the charge in the circulation department file will not be annotated with the inventory results.

Divisional libraries with space problems also sent books to be stored. The records for materials sent to the annex from the divisional libraries were made and handled in the same manner. The only exception, of course, was that the photographic charges for the divisional library material were filed in the circulation file of the particular library involved and not in the circulation department file.

In February 1955 we began to move into the new building. The building was designed to hold approximately 400,000 volumes when completely equipped, and is situated on its site in such a way that another wing can be added when it becomes necessary. To date, only the first

two floors have been completely equipped. The total capacity for these two floors was estimated to be 200,000 volumes. However, by using every bit of space, we estimate we have 220,000 volumes shelved on these two floors. On the third floor still another 20,000 volumes are shelved temporarily on conventional shelving. The building is equipped with Ames Stor-mor drawers, conventional shelving around the walls, and some special folio shelves. The first material to be transferred to this building was the original storage material housed in the business administration library. This was followed by additional materials which our selection department had decided could be stored.

Margaret Ayrault, head of the catalog department, has felt for some time that we are doing a disservice to our catalog users by not designating the location of storage books on the catalog cards. Agnes Tysse, head reference librarian, is in complete accord with Miss Ayrault.

Most recently the catalog department has begun a pilot project of changing the catalog records in the public catalog, the official catalog, and the shelf list for some selected storage materials. It was decided that nothing but monographic items would be handled. The results of this pilot project will give us an estimate of present cost in terms of time and money and should be of great assistance in helping us to arrive at a final policy. While we have adequate information control for the circulation staff on materials stored, the users of the public catalog do not immediately get this information. They go from the public catalog to the stacks. If what they want is not there, they may go down to the first floor to have the call number checked in the charge-out file, at which point they discover that what is wanted is in storage. We should soon arrive at a decision on the final policy for record keeping as the university library has just been allocated sufficient money to equip the third and

fourth floors of the storage building. This means that we will have room for another 220,000 volumes. There are several courses of action concerning records that could be followed. We have discussed and discarded the idea of a separate shelf list at the public catalog only for storage materials for two reasons: one, it forces the public to look in two places for every title, and, two, it would be expensive to set up and to maintain especially if many corrections of call numbers, entries, etc., were necessary. We can add the location information to the catalog cards or we can continue to add charging cards for storage items to the circulation charging file. The present proportion of 75 per cent serials to 25 per cent monographs will probably be reversed; and because of the tremendous increase in the number of monographs to be stored, it may well be that it will be highly desirable to change the location information on the catalog records. Certainly a lot of time would be saved for those going to the stacks after using the public catalog. Another possible reason for changing the catalog record is that our charge-out file is now in the first floor corridor.

I should also like to point out that the photographic record we are using is not a permanent record due to the fact that it does not meet archival standards. As an experiment we have tried laminating both sides of some photographic slips and this will undoubtedly prolong the usefulness of the photographic record.

If it is decided to add the storage information to the catalog cards, this will eventually reduce the size of the circulation department charge-out file. We have approximately 175,000 cards in the charge-out file at this time. Of this amount, we estimate that there are thirty-five thousand cards for general library storage materials. Thus thirty-five thousand charges represent the 220,000 volumes from the general library. If it is decided to continue our present policy, the charging file will have to be enlarged

as there is room for only a few thousand more cards. This will be especially true if, as expected, the proportion of 25 per cent monographs to 75 per cent serials is reversed because this would mean a great increase in the number of charges to be filed. My supervisory staff has considered the problems of a file almost twice as large as our present one and does not think it impractical or unworkable. Of course, if the selection department is able to select large areas of block storage, fewer charging cards would be needed as only one charging card is necessary for block storage.

SERVICING

Request for general library materials stored at the North Campus annex are serviced daily. All requests received before 1:00 P.M. are filled and sent to the circulation department and are ready for use by 4:30 P.M. the same day. Requests received after 1:00 P.M. are not serviced until the next day. The requests are telephoned to the annex, where the clerical assistant on duty checks the call numbers against the annex shelf list for the shelving code. If for any reason the materials requested are not available, the circulation department is notified immediately by phone to this effect. The North Campus is about two and one-half miles distant from the central campus, but the university provides a scheduled trucking service between the two places and library materials are delivered by this means. Heavy fiberboard tote boxes having a capacity of about thirty average-sized volumes are used to contain the items being sent.

All the divisional libraries having materials stored at the annex follow the same procedures just mentioned for servicing their books. One significant difference is that their materials are delivered to the general library where they are then put into tote boxes to be delivered the following morning to the particular library involved. The delay in the delivery

of storage materials to the divisional libraries is due to the fact that the university library is just one unit being serviced by the university trucking service. Its schedules are highly complicated due to distance and number of units to be serviced. The one delivery a day from the North Campus to the general library comes late in the afternoon, while service from the general library to the divisionals is in the morning.

Those who go to the annex are permitted to service their own books providing they are in certain categories. For example, the perimeter shelves on the first three floors are occupied by various special collections and are kept in shelf list order. In shelving serials in the drawers, a policy of keeping sets together even though the size was not uniform was decided upon. This makes it very convenient for the library users who wish to use many volumes of a given title. The assistant on duty has only to locate the drawer for the user. Servicing of sized monographs stored in the drawers is done only by the assistant on duty as there has been no attempt to maintain a shelf list arrangement. It should be pointed out that the number of people going to the storage building to use the materials is small.

Should a decision be made to add the location to the catalog cards, the records for the material already stored will be changed first. We know from our experience that it will not be necessary to return many because of heavy usage. Actually, in four years only five hundred volumes have been returned; one hundred of these for the natural science li-

brary and four hundred to the general library. The four hundred volumes returned to the general library were about 50-50 monographic and serial.

Monographs are returned to the general library if they are used five or more times within a year. It may well be that this arbitrary figure of usage will have to be revised upward when we have many more monographic materials stored. Serial sets are returned only if the whole set is used heavily. We can determine usage as all circulation records of storage items have been kept. Any requests from faculty or students for the permanent return of little used materials are referred to the selection department.

There has been a marked decline in the use of storage materials since the opening of the stacks of the general library to all students in July 1958. This decline amounted to 34 per cent in 1958-59 and it appears from the statistics of circulation available so far for 1959-60 that there will be a further reduction in the use of these materials. The opening of the stacks made it possible for the undergraduate to choose his own books from the stack shelves, and if he did not find the one he had in mind, usually he could locate an acceptable substitute. Prior to the opening of the stacks to undergraduates all "not-on-shelf" reports were automatically checked before being given to the student and if the item were in storage the student usually wanted it brought in. Opening of the stacks to all immediately reduced the number of requests for information on "not-on-shelf" items.

Names Needed

The Committee on Appointments and Nominations is looking for names of members of ACRL to be considered for appointment to one of the twelve committees of ACRL for the 1962-63 year. If you are interested in actively participating in our organization, or if you know of a fellow librarian who is qualified, forward his or her name and yours to Dale M. Bentz, Chairman, ACRL Committee on Appointments and Nominations, and Associate Director, State University of Iowa Libraries, Iowa City, Iowa.

Developing a Collection on Africa, South of the Sahara

By ADELAIDE C. HILL

THE GROWING significance of modern Africa can be easily assessed by the frequent appearance of scholarly as well as popular books on some aspect of African life. While a goodly number of American universities and colleges have a concentration of courses dealing with Africa, no university library would be complete without acquiring some material in this field.

College librarians perform the crucial role of making available the necessary written data to insure the development of competent scholarship in a given field. To achieve scholarship in the field of African affairs, whether we like it or not, one must work with considerable speed and urgency. The librarian, therefore, should have some frame of reference for necessary guidance in developing a useful collection. Considering the size of Africa as a continent, the infinite diversity of its people, the complexity of its problems, and the all too real difficulty of securing books and reports, the suggestions made here do not presume to be final or complete in scope. It is merely claimed that they are noteworthy contributions toward the development of scholarship in this field.

Perhaps the easiest to secure but the costliest to own are the so-called traditional or classical books on Africa. These books, historical in treatment, form the background or core of any good African collection: *Stanley's Travels*, Du Chaillu's tales, *Bruce's Travels*, *Baker's Explorations*, and so forth, to mention only a few. It is an open secret, I guess, that much of the interest in Africa could have

Dr. Hill is Research Associate, African Studies Program, Boston University.

been reinforced a few years ago at bargain prices in Europe. Now, all the overseas booksellers, as well as those in this country, are aware of the growing interest on the part of American libraries in African material and the amount of money that is being allocated to acquisitions in the African field; therefore, the prices asked for these materials reflect this knowledge.

The average American college librarian may have fallen prey to the myth that "little is known" about Africa and may be overwhelmed at making a selection from what appears to be an extremely wide and diversified field. A good gauge, however, of the growth of interest in recent years in Africa may be noted in the *Books on Africa Catalogue*, recently published by the University Place Bookshop in New York City. This one catalogue, which lists books printed from the early nineteenth century to date, has more than 200 of the 785 which have been published since 1950. Another measure of the magnitude of this growing interest in Africa and acquisitions in the African field may be gleaned from the fact that almost 5,000 books were listed in the African collection of the Moorland Foundation of Howard University, which was published in 1958, indicating that these holdings were up-to-date to, say, 1957.

The character of published material on Africa has mirrored rather interestingly

the changes in our image of the continent and in the seriousness of our purpose towards it. But, beginning with a minimum requirement for a solid library, a librarian, plagued with the problem of a limited budget, may seek with confidence one of the so-called "classic treatments" of the subject. There would be little controversy over the fact that *An African Survey*, published by Lord Hailey, the eminent English scholar and administrator, in 1936 and revised in 1956, would be considered as a basic "classic" treatment of African material. Here, in its 1,615 pages of text, the African continent is studied through the compilations of a number of distinguished Africanists from many fields on the basis of its people, its languages, its political and social objectives, its systems of government, its administration, and so forth. This is indeed the encyclopedic treatment.

The earliest and perhaps in some ways the most extraordinary endeavor towards total coverage of Africa and its problems are the two volumes by Raymond Buell, *The Native Problem in Africa*. As the labor of primarily one man, this work is amazingly complete. It is significant to note that Buell, writing in his preface in 1927, said: "Africa is the one continent of the world where the white man still has carte blanche to avoid the mistakes of the past committed in other parts of the world, if he has the will and intelligence to do so."

A final recommendation for an over-all discussion of Africa is the recently published two-volume work *Tropical Africa* by George Kimble, formerly the director of the American Geographical Society and now chairman of the Department of Geography at the University of Indiana. Kimble, sponsored by the Twentieth Century Fund, devoted more than five years to this research and was able, as was Lord Hailey, to marshal the assistance of many scholars in the field.

When one moves from total conti-

ental coverage to special subjects or special areas, one of the earliest of the modern books on Africa which comes to grips with the dilemma of the day is Negley Farson's *Behind God's Back*, published in 1941. This is an intellectual travelogue of observations on Southwest Africa, South Africa, Tanganyika, Kenya, Uganda, Ruanda-Urundi, Congo, French West Africa, and the French Cameroons. It represents the last pre-war report of the "raw material and people, behind God's back waiting for the brave new world." This is a pre-Mau Mau, pre-nationalistic Africa treatment.

Many Americans are likely to forget how important World War II was to Africa and to the latent aspirations of African leaders as well as to acceptance on the part of the colonial powers of the inevitable future of the continent: Britain before France, France before Belgium, Belgium before Portugal, and perhaps Portugal before the Afrikaner, but all see a new Africa. And this appreciation, albeit begrudgingly in many instances, of change in Africa has stimulated a tremendous outpouring of literature during the last fifteen years. Many categories of material appealing to an interested, but not necessarily academic or scholarly, public are represented.

There is, for example, the simplified general treatment type of book which is roughly in the tradition of Hailey and Buell. An example would be *Africa: A Study in Tropical Development* by L. Dudley Stamp, professor of social geography at the University of London; or *Contemporary Africa: A Continent in Transition* by T. Walter Wallbank; or C. Groves Haines' collection of articles entitled *Africa Today*; or, more recently, *Cultures and Societies of Africa*, edited by Simon and Phoebe Ottenberg. *Africa Emergent*, written by W. M. MacMillan, first published in 1938 and revised and expanded in 1948, is another useful volume. It is a completely adequate explanation of the key factors with which

one should be familiar in order to understand the problems of modern Africa. Less well-known but equally stimulating is John Hatch's little book of lectures, originally given in the extra-mural programs of British universities, entitled *Africa Today and Tomorrow: An Outline of Basic Facts and Major Problems*. The most recent of the short, readable, and adequate attempts at total coverage is Anthony Sampson's *Common Sense about Africa*. Sampson, an Englishman, after serving four years as the editor of *Drum*, a magazine published in the Union of South Africa for Africans, succeeds admirably in giving the reader the basic information with which he could view modern Africa with common sense.

For those who seek more specialized knowledge, as is usually the case with a college library, it is hard to decide just what to choose. Should we approach Africa subject-wise, that is, acquire books on politics, on economics or art; or should we concern ourselves primarily with adequate geographical coverage concentrating on South Africa, on Ghana, on Liberia, or on Kenya? And how to separate the useful and non-biased from those of more lasting quality? Authors who approach Africa with understanding appreciate a need for seriousness which is reflected, I think, even in the titles chosen for their works: *Algeria in Turmoil*, *Africa's Challenge to America*, *Transition in Africa*, *The Death of Africa*.

In recent years, there has been a marked decline in the importance of the travelogue as such. Obviously travel to Africa today is becoming too possible or familiar to justify that type of writing. In addition, through the daily press, television, Ed Murrow, Chet Huntley, magazines such as *Time*, *Life*, and so forth, the image of Africa to the American public has changed. To be of value or interest to the intelligent reader, even a travelogue must be focused and informed. Fenner Brockway's *African Journeys*, which gives his observations of con-

ditions in East Africa, is an informed travelogue.

For the average alert student there are anthropological books of value in giving meaning to our understanding of the present. *The Fon and His Hundred Wives* by Rebecca Reyber; *Baba of Kano, A Woman of the Moslem Hausa* by M. F. Smith; or the recent *The Harmless People*, on the Bushmen, by Elizabeth Marshall Thomas, are a look at the present through the past. This type of writing pretends to be nothing more than it is, mainly a sympathetic treatment of African life lived in its traditional way. Traditional societies and values are portrayed as significant and functional, that is, humane.

Just now the current literature on Africa seems to concentrate upon the conditions in a particular part of the continent. Perhaps no other part of Africa has more written on it than South Africa, but all the books seem to be "pleas" to the conscience of mankind. *South Africa, the Road Ahead*, a composite of several different points of view edited by Hildegard Spottiswoode, is a collection of essays on such suggested topics as: a better life for all workers, the dynamics of separate development, through colored glasses, false gods, towards a new deal for those between. Though written before the disturbances of last March, it provides a clear insight into the issues facing that part of Africa. A sympathetic and sensitive plea is Father Huddleston's *Naught for Your Comfort*; and Alan Paton, known for his many articles on South Africa and the moving story *Cry, the Beloved Country*, has written a brief statement of action, *Hope for South Africa*, in which he defines the position of the Liberal and the role of the Liberal Party in South Africa. Paton feels that Liberals must be blunt in their rejection of total Apartheid as an intellectual pipe-dream. He does urge strong outside support. Gwendolen Carter, *Politics of Inequality: South Africa Since 1948*, has

written a fully documented account of the sad state of politics in South Africa. On and on one could go, but it is significant that the control on the black man in the Union is so strong that we rarely, if ever, see writings by him from there.

Until the Mau Mau outbreaks of the early 1950s, East and Central Africa were treated in the literature as happy animal reserves for white hunters and ideal spots of settlement for Europeans; little was written about the usual problems of race relations or African development. Then came the Mau Mau and the prosecution of its leader, Jomo Kenyatta. With that crisis came an outpouring of interpretations, analyses, and justifications. Aside from the three official government documents, the *Royal Commission Report*, the *Psychology of the Mau Mau* by Dr. Carothers, and F. D. Corfield's *Historical Survey of the Origins and Growth of Mau Mau* (Cmd 1030), five other books provide background for understanding of this part of Africa and this emergency: Jomo Kenyatta's autobiography, *Facing Mount Kenya*; the *Trial of Jomo Kenyatta* by Montague Slater; Mbiyu Koinange's *The People of Kenya Speak for Themselves*; L. S. B. Leakey's *Defeating Mau Mau*, and *Mau Mau and the Kikuyu* by the same author. As Mau Mau was virtually a war by Africans against Europeans, as with most wars, it will be discussed and re-discussed for many years to come. Much of the material on East Africa will certainly continue to sympathize with one side or the other. It is, therefore, particularly gratifying to see the little book by Ronald E. Wraith, *East African Citizen*. This is one of the most useful and well-documented source books on this section of Africa from the point of view of the interested, not necessarily scholarly, reader.

Central Africa, or, more specifically, the Federation of Rhodesia and Nyasaland, has had neither the crisis of Mau Mau nor the tragedy of Apartheid, and

the current literature on this area reflects the artificiality of the calm which many people seem to feel reigns there, at least, it did so until the Nyasaland riots of a year ago and the Southern Rhodesia riots of last July.

Africa in Transition, edited by Prudence Smith, is a series of talks given on BBC by outstanding authorities on Central and South Africa. It covers everything from health to the status of living, cases for the special ethnic groups, and features of the social structure. The lack of urgency in its presentation describes the attitude of most persons at that time. Even the well-documented book *Independent African* by George Shepherson tells the story of John Chilembwe and the Nyasa rising of 1915, which certainly relates to many factors of modern nationalism, but is safely stated in the context of the past.

Almost the opposite point of view or reaction is felt when one reads *Dawn in Nyasaland* by Guy Clutton-Brock or *Black Government* by Kenneth Kaunda and Colin Morris, or *A New Deal in Central Africa* by Colin Leys and Cranford Pratt. Viewed in the context of modern Africa, there has been little of significance, other than political writings, on East and Central Africa. This is not, of course, to ignore the important ethnological studies that appear with a good deal of frequency on this part of Africa, an example of which would be *East African Chiefs* edited by Audrey Richards. This is a series of studies covering fourteen tribes of British East Africa and includes 1,154 case histories of chiefs and sub-chiefs. It represents the first instance of the collecting of life histories of tribal authorities, and because of this all the data in it would appear significant.

However, to get the greatest amount of variety in the literature on Africa, one must turn to West Africa. Here African writers have been most vocal as novelists, poets, protest writers, and scholars. Un-

doubtedly, the circumstances of development there have been a tremendous stimulant to writing. In addition, there are five universities in West Africa, not to mention several important secondary schools, all of which would encourage Africans to write and others to read what they have written. It is hard to make a choice when considering West Africa; it is a bit easier to make a list. Turning first to the novels which are always valuable sources for insight about a new part of the world, not to mention the familiar parts, one selects *Wreath for Udomo* by Peter Abrams, a South African writer, as certainly a significant treatment of the wanderings and activities of an emerging nationalist who leaves his country, goes to England, and returns. Interestingly enough, Abrams, who has now found his way to the West Indies, is a South African, but he chose to write this moving book on that part of Africa which does have in it so many features of interest and attraction. There is also *Dark Child*, the sensitive treatment of growing up in French West Africa by Camara Laye; this was later reissued as *African Child*.

One of the most promising of the West African novelists, Amos Tutuola, is a Nigerian whose limited education (only six years of schooling) is credited for his ability to write as an African, unspoiled and uninfluenced by European style. His two works are *Palm Wine Drinker* and *The Brave African Huntress*.

There are two well-received compilations of literature: Peggy Rutherford edited *African Voices*, an anthology of native African writings published by Vanguard this past year; and the *Anthology of West African Verse* compiled by Oluibe Basii and published by the Ibadan University Press, 1957.

It is important for all libraries to have in their collections significant books by Africans other than novels or poetry. It is true that some of the more critical works or certainly the most significant

African authors wrote years ago and many of their books are not now available, but I would want to suggest the names of Edward Blyden of Sierra Leone and J. E. Casely-Hayford of Ghana as men of learning and writers of stature. Casely-Hayford's *Gold Coast Native Institutions* and *Ethiopia Unbound* are suggested. Blyden's classic book is *Christianity, Islam, and the Negro Race*. Unfortunately, these books may be somewhat difficult to get; nevertheless, they are worthy additions to an African collection. Three other books should not be overlooked in order to provide knowledge about contemporary political leaders. One is *An Autobiography of Kwame Nkrumah*, which was published in 1957. The second is *Path to Nigerian Freedom* by Obafemi Awolowo. Awolowo has long had a reputation of being a sophisticated and brilliant Yoruba politician in Nigeria, and with the coming of Nigerian independence, his influence and his role will be noteworthy. The third book is the recently published autobiography of Awolowo entitled: *Awo: The Autobiography of Chief Obafemi Awolowo*.

No library, either college or general, would be complete without having one or more of the works of George Padmore. Padmore was not of African but of West Indian birth, but aside from being a prolific writer, his importance to Africa is the role he played in developing the idea of Pan-Africanism. George Padmore came to Ghana to live and work as a close confidential advisor to President Nkrumah. He died in his fifties in England, where he went for a brief holiday. His remains are now in Christianburg Castle in Ghana as one of the great fighters for the freedom of Africa. George Padmore's three books are of vital importance: *Africa: Britain's Third Empire*; *The Gold Coast Revolution*; and *Pan-Africanism, the Coming Struggle for Africa*.

Drawing from among the many books which have come out on West Africa in

recent years, I do not wish to neglect two books very well known in American academic circles: *Gold Coast in Transition* by David Apter and *Nigeria: Background to Nationalism* by James Coleman. In addition to these scholarly works which are fundamental and basic, there are certain other special books which are concerned with particular subjects relative to West Africa. *A History of Education in British West Africa* by Colin G. Wise is a useful document which stresses primarily the growth of education in that part of Africa where westernized education has been of longest duration and greatest influence. Another useful book for background reading, based particularly on the West African scene, is the *West African Councillor* by I. D. Cameron and B. K. Cooper. This small book affords an understanding of the development of local government, elections, and the possibility for future development in the field of local government in West Africa.

For many years the possibility of historical research in Africa has been much debated. But the initiation a year or two ago of *The Journal of African History* and some recently published books suggest the growth of a new and interesting field of writing. For the historical-minded who wish to chart a course between "the rock of prejudice and the whirlpool of romance," Basil Davidson's *The Lost Cities of Africa* is a fascinating and well-written account. Though the Davidson book is concerned with the historical roots of all of Africa, it is not surprising that this new interest in history finds roots in West Africa. J. D. Fage, then a professor at the University College of Ghana, published *An Introduction to the History of West Africa*, which is simple, short, and adequate. Faculty from the University College of Ghana started *Journal of African History* and for years the Sierra Leone Historical Society has published its journal, *Sierra Leone Studies*, full of facts of West African history.

Last year also Kenneth Dike, Nigerian historian and archivist and presently the principal of the University College of Nigeria at Ibadan, edited a series of studies originally broadcast by the Nigerian Broadcasting Corporation and published as *Eminent Nigerians of the 19th Century*. Its usefulness lies in the fact that it calls attention to the existence of persons in the past who fought and resisted the invasion of Africa, or certainly Nigeria, by the colonial powers.

The anthropologist, the historian, the traveller, the sociologist, and the missionary have long been writing on Africa, but because of the new image of Africa, colleagues from other disciplines are now concerned with African subject matter. John Phillip's *Agriculture and Ecology in Africa*, subtitled *A Study of Actual and Potential Development South of the Sahara*, is a scholarly and technical study for the specialist in agriculture. Mark Karp's *Economics of Trusteeship in Somalia* presents a balanced factual analysis of the economy of one of the newest of the African states, though the pastoral economy of Somalia, as he sees it, is hampered by inadequate water, poor roads, and virtually no rail transportation or markets of easy access. This type of situation, though in the extreme in Somalia, is not unknown in other parts of Africa, and an analysis of one economy at this level of development certainly has relevance to consideration of economic planning for other sections of Africa. A final book in this style of specialized pioneering work on Africa is *African Homicide and Suicide* edited by Paul Bohannan and attempts to determine whether Africans kill themselves and one another for the same reasons and in the same situations as Europeans and Americans. This work in comparative criminology is based on a study of seven tribes of British Africa. It is a co-operative endeavor with other scholars using comparable outlines for their tribes

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Reference Service in the Divisional Plan Library: Some Tentative Questions

By CLIFTON BROCK

SAMUEL ROTHSTEIN, in his study entitled *The Development of Reference Services*, has provided an admirable survey of reference services as they have evolved in American public, special, and academic libraries. Rothstein documents fully the impression that the quality of reference service in special libraries has been far better than in the other two types of libraries. He notes, for instance, that "university libraries generally lagged far behind in the development of reference service. Most university libraries were only beginning upon the primary specialization by function when other types of research libraries were already well on their way toward secondary specialization by subject."¹ Rothstein notes further that university libraries lagged most noticeably in their service to faculty members and graduate students. He found the greatest deficiency in the usual practice of reference service in general research libraries to be:

the lack of special provisions for scholars. Serving groups of readers whose needs were exceedingly diverse, reference departments naturally tended to subordinate service to the research group in the interest of the far more numerous general readers.²

There are obvious reasons for the difference in quality of reference service as provided in special research libraries and in general research libraries, such as a university library. Reference service in the special library, if not the be-all and

Mr. Brock is Librarian, School of Business Administration, University of North Carolina.

end-all of the whole library operation, is certainly its most important end product. High-quality reference service is facilitated by the fact that the special librarian has a specific clientele, and usually within a specialized field of knowledge.

In university libraries, however, this situation is almost exactly reversed. The goals of a university library are as varied as the goals of the institution it serves, and the word "university," of course, connotes a wide range indeed. Reference service is only one of many functions of a university library, and—judging by the proportion of library budgets directly or indirectly applied to it—far from the most important function.

Also, in addition to the presence of other and perhaps competing functions, the university library has a number of widely differing clienteles, ranging from the well-known freshman who starts for the front door when he is told to find the main entry to the professor engaged in some esoteric field of knowledge. Caught between the numerous if simple demands of an evergrowing crop of freshmen on the one hand and the fewer but often far from simple demands of research professors on the other, and with various gradations in between, university reference librarians should be forgiven if they sometimes reflect on Churchill's famous statement and wonder if ever so few have tried to do so much for so many.

¹ Samuel Rothstein, *The Development of Reference Services through Academic Traditions, Public Library Practice and Special Librarianship* (ACRL Monograph, No. 14; [Chicago: Association of College and Reference Libraries, 1955]), p. 51.

² *Ibid.*, p. 87.

Despite the evident truth of Rothstein's contention, and regardless of competing commitments, university librarians have made at least three distinct efforts to provide better service—and as part of this better reference service—to their clientele. These efforts, taken in the order of their appearance, have been:

1. The development of branch or departmental libraries in special subject fields.
2. A brief, experimental program at two universities setting up what were known as "research librarianships."
3. The application of the divisional plan of organization to university libraries.

The first two efforts in this list have been covered fully by Rothstein, and will be passed over lightly here. Perhaps it is not too much of a simplification to say that, for most university libraries, neither of these efforts was feasible because of interacting financial and personnel considerations.

Departmental libraries, of course, still flourish today in many larger universities, and departmental libraries in the natural and physical sciences appear to be a permanent fixture on all but the smallest university campuses. Rothstein, and many others, have been skeptical about the quality of reference service provided in departmental libraries, which were too often faculty enclaves presided over by a departmental secretary. In any case, departmental libraries in subject areas of the humanities and social sciences have been and are rapidly disappearing in all but the largest universities. This development is due in part to changes in teaching methods, changes in the content of subject fields, rising costs in the acquisition, cataloging, and housing of collections, and the difficulty of recruiting and expense of paying a large number of special librarians.

The second of the developments listed above, that of "research librarianships," was tried out at Cornell and the University of Pennsylvania in the late 1930's.

One "research librarian" was placed at each of these two institutions. These men were to provide research and reference assistance to scholars in the humanities and social sciences, much as laboratory assistants served the natural scientists, and their time was exclusively at the disposal of faculty members in these two areas.

This experiment was carried on for about three years, under a grant from the Carnegie Corporation. Rothstein says that, "to judge from the official evaluation made by the faculty members and the library directors in charge, the whole experiment was an almost unqualified success." Then he adds, "Yet strangely enough, it had little effect. Most discouraging of all was the fact that the whole venture attracted surprisingly little emulation from other universities."³

In his post-mortem on the "research librarianship" experiment, Rothstein traced its demise to several factors:

1. The timing was bad. The depression decade was no time for expansion of services.
2. The personnel problems involved were insurmountable. The two research librarians averaged two months on the projects they undertook. No university library could afford to pay for such a low output.
3. An administrative problem was involved, in that the research librarians were largely independent of the library administration. Rothstein also infers that some jealousy existed among the general reference librarians, who saw these somewhat exotic creatures encroaching on their domain.
4. Finally, the experiment ignored the whole principle of subject specialization. Rothstein says that "both research librarians acted as complete generalists, assisting in inquiries concerning subjects ranging from medieval literature to economics." The inordinate amount of time taken on various projects, he

³ *Ibid.*, p. 95.

feels, was due largely to the librarians' initial unfamiliarity with the subject matter.⁴

This brings us to a logical point for consideration of the third effort mentioned, that of the application of the subject divisional plan of organization to academic libraries. The other two efforts have been traced fully by Rothstein, and the discussion of them here has been based largely on his study. Rothstein ended his survey of the development of reference services with 1940, however, just as the divisional plan was receiving its first trial in university libraries.

The subject divisional plan—or variations of it—now has been in use for twenty years, and has spread from its inception at Colorado, Brown, and Nebraska to numerous other libraries. However, thorough search of the literature reveals little material which makes any attempt to evaluate the divisional plan from the point of view of reference service. There are some meaty discussions of its effects upon library building and planning, location of collections, library administration, and student access to and use of materials. And, lately, there have been evaluations of various moves to integrate the divisional system with library acquisition and cataloging. But whatever consideration given to the effects of the divisional plan on university library reference service appears to be little more than assertions that it *should improve* the quality of that service, and these are usually couched in terms of "ideal possibilities" or "expressed in words of pious hope. All this is meant only as a warning that most of what follows has little evidential basis, and is directed more toward posing questions than providing answers.

In studying the origin and early development of the divisional plan in academic libraries, one can see several fac-

tors apparently at work. Without going into other motivating factors—such as the expense of maintaining departmental libraries, changes in methods of teaching, a growing interdisciplinary approach to knowledge, especially in the social sciences—one can say that concern for reference service was certainly a major factor behind adoption of the divisional plan.

This concern is evident in all the early literature on the plan. In summary, it boiled down to a growing realization on the part of library administrators that, in an era of great expansion of the frontiers of knowledge, accompanied by its increasing fragmentation and specialization, the general reference department could no longer be all things to all men. Frank Lundy, perhaps the most vocal proponent of the divisional plan, paints a satirical portrait of this concept of the reference librarian as a Renaissance man:

You are familiar with the content of the traditional reference room or main reading room, as it was sometimes called. The reference sets were there; the major encyclopedias in several languages, the dictionaries, *World Almanac* and other such handbooks, the indices and the prearranged bibliographies. In the center of the room was the reference desk, where 'the best' of all these reference books had been brought together within arm's length. And there sat the reference librarian, the modern Lord Bacon, with all the world's knowledge under control.⁵

Concern for reference service, then, was at least one of the major factors behind the transition from a functional form of organization to a subject divisional plan, in which pertinent library materials, whatever their form, were brought together in one area—usually in divisions labeled "Humanities," "Social Sciences," and "Science and Tech-

⁴ *Ibid.*, p. 96-97.

⁵ Frank A. Lundy, *The Divisional Plan Library* (Aspects of Librarianship, No. 18 [Kent, Ohio: Department of Library Science, Kent State University n.d.]).

nology"—and placed under the supervision of librarians possessing competent knowledge of subject matter as well as of library operations.

Arthur McNally has said that "the idea of organizing centralized university library service along divisional lines . . . has been the greatest advance in university library service in the last twenty years. . . ."⁶ But in another place McNally has also said, "It should be noted that this organization [the centralized subject divisional plan] appears to have many advantages, but has never been evaluated."⁷

Despite the lack of really substantive evaluations, it would appear that, in terms of building planning, location of collections, and facility of use, the divisional plan has been a major improvement over the earlier "forms and processes" functional plan library. The author has worked in both types of libraries and believes, for what it is worth, that with respect to reference service also, the divisional system is an improvement over the impossibly utopian idea that reference librarians can, so to speak, "cover the waterfront" of modern knowledge, a waterfront which today extends into areas Lord Bacon never dreamed of.

But the main concern here is with reference service, and especially reference service to the more scholarly segments of the university community. It is in this area that some questions may be raised about whether the divisional plan has accomplished in practice quite what it was supposed to do in theory.

First of all, from the beginning, the real key to improving reference service under the divisional plan was the staffing of the divisions by subject specialists. Ralph Ellsworth, in an early article outlining the new system at Colorado, felt

that the minimum qualifications for divisional librarians should be "the graduate library degree, and at least a master's degree in one of the subject fields" covered by the division.⁸ Lundy, when urging that the University of Notre Dame change to a divisional plan library, said that the typical division should be staffed with "two or three professional librarians, each with training equivalent to the master's degree in an appropriate subject field as well as in librarianship at the same level."⁹

The theory behind this was that reference librarians so trained, and working within a more restricted range than traditional reference librarians, would be able to provide better reference service. Presumably, they would also be able to meet the university faculty on grounds approaching intellectual equality and could render them valuable assistance in their research. The theory seems logical enough. But obviously, its effectiveness in practice would depend upon whether or not the divisions were actually staffed in the manner indicated.

Curiously enough, no one appears to have published a study of the actual staffing of divisions. In an attempt to get at some approximation of practice in this area, a survey was made of the catalogs of thirteen universities whose libraries use the divisional plan. In most cases, the personnel listings in these catalogs were not organized so that the library staff members and their degree qualifications could be abstracted. In five catalogs, however, the library staff was listed separately from the university faculty, and the listings showed positions held—Social Sciences Librarian, Assistant Humanities Librarian, etc.—and degrees held. Of the fifty divisional librarians identified, only fourteen, or 28 per cent, held graduate degrees in library

⁶ Arthur M. McNally, "Co-ordinating the Departmental Library System," *Library Quarterly*, XXI (1951), 113.

⁷ Arthur M. McNally, "Organization of College and University Libraries," *Library Trends*, I (1952), 29.

⁸ Ralph E. Ellsworth, "The Training of Divisional Reading Room Librarians," *CRL*, VI (1944), 5.

⁹ Louis R. Wilson and Frank A. Lundy, *Survey of the Library of the University of Notre Dame*, (Chicago: American Library Association, 1952), p. 73.

science and in a subject field, the minimum qualifications set by Ellsworth, Lundy, and others.

It is evident that this was a most unscientifically constructed sample, one which would be derided by any self-respecting social scientist. But, if the results are even a rough approximation of reality, practice lags far behind theory in the staffing of divisions.

Even in situations where divisions may be staffed according to theory, moreover, questions still might be raised about the quality of reference service. As the divisional plan was set out in theory, and as it has evolved in practice, the divisional librarians, while specialists in subject matter, are generalists with respect to library operations. In other words, depending upon the functional organization within a particular division, they may be circulation librarians, reserve book librarians, and periodical and serial librarians, as well as reference librarians. This raises the possibility that they could become so absorbed with routine duties, or with administrative supervision of these duties, that they might not have adequate time to devote to reference service.

In 1939, Ellsworth observed that the divisional plan should operate so as to make possible the separation of profession from clerical duties:

Under the traditional library plan it is difficult to make use of subject librarians without burdening them with clerical tasks. The divisional librarians ought to be subject specialists as well as technicians, because they will have little clerical work to do and they can devote their energies to interpreting books and to advanced bibliographic research.¹⁰

In 1958, however, upon returning to Colorado, Ellsworth estimated that "the divisional librarians were spending 60

to 75 per cent of their time on clerical aspects of reserve and circulation."¹¹

Under these or similar conditions, it is logical to expect that reference or research service to faculty members and graduate students would suffer most, since this is likely to be high-quality service demanding much time and ingenuity on the part of the librarian. It should be emphasized that there is little firm evidence that such a development is characteristic of the divisional plan. Much depends upon such factors as the size of the library, the size of the student body, the service load, and the organization and staffing of particular divisions. For lack of critical studies, no categorical answer is available. It can be said, however, that the possibility of such a development is present in the divisional plan by virtue of its functional generality.

Furthermore, in recent experiments in which the functions of book selection and cataloging have been assumed by the divisional staff, an outsider might wonder at least if such a possibility has not been realized. First at Nebraska, and more recently at Washington State, this extension of the divisional concept into acquisition and cataloging has been made. In one report on this new development, Lundy has stressed the logic of the extension. With subject specialists available in the divisions, the first extension came by making use of their subject knowledge in book selection. The staff, says Lundy:

thus acquires a preliminary acquaintance with the new books even before they arrive. After their arrival, it seems illogical to introduce a new staff to classify and catalog these same books. And so we have assigned the divisional staffs to continue their good work by cataloging and classifying all the books they have already selected for addition to the library. On the basis of this thorough bibliographical and actual acquaintance with their many new ma-

¹⁰ Discussion by Ellsworth in M. Llewellyn Raney, "Essentials of a University Library Building—II," *CRL*, I (1939), 56.

¹¹ Letter from Ellsworth to author, October 3, 1960.

terials, where would you hope to find a staff better qualified to carry through with all the reference and advisory functions of the public service divisions?¹²

The logic of this is extremely persuasive, and Lundy does not overlook its application to reference service. It is doubtful if anyone will quarrel with the contention that a reference librarian who is also a cataloger will be a better reference librarian. But, again, the possibility is present that the addition of other time-consuming functions could actually detract from reference service. Everything would depend upon staffing. If enough divisional librarians were employed to absorb the added load, this new development would certainly lead to better reference service.

From the literature, it was not possible to determine precisely what staffing changes were made to meet this situation at Nebraska and Washington State. At Nebraska, apparently there were sufficient junior divisional librarians already available to absorb the bulk of the cataloging function. In 1955, at Washington State, there were eight professional librarians in the social sciences division, six in science, and five in humanities. Each of these librarians apparently devoted approximately half time to cataloging and acquisitions work.¹³ This was roughly double the number of professionals usually assigned to conventional subject divisions. In 1959, however, only three professionals were employed in the humanities division, and apparently with substantially the same work load as before.¹⁴

Theoretically, the dual assignment also provides an opportunity to meet one of the major criticisms of the divisional plan. This is the objection that placing two or three specialists in particular sub-

jects in divisions that actually encompass six or seven subjects is not adequate. The dual assignment would meet this objection if two or three more subject specialists could be placed in each division. Practically, the lack of adequate financial resources and the scarcity of subject specialists operate against this. If not enough subject specialists can be found to staff conventional subject divisions, where are the others to come from?

Another point which cannot be overlooked is that this extension was made primarily with cataloging problems in mind. This is abundantly clear from Lundy's and other articles on the subject. One suspects, in fact, that the real motivating force behind this development was the scarcity of catalogers. Lundy has written one extensive report on the cataloging aspects of the dual assignment¹⁵ and has promised another on the book selection aspects.¹⁶ But so far, apparently no real evaluation has been made from the reference viewpoint. The reason for this may well be the difficulty of applying meaningful quantitative measurements to such an elusive service as reference. But the fact that such measurements are difficult could well lead to an unobserved loss in the quality of reference service.

These tentative questions are not meant to imply that the dual assignment is a bad move on the part of university libraries. It may well be a good move from the point of view of library administration as a whole, possibly from the reference viewpoint as well. But the evidence is not yet in, at least from the reference angle. The dual assignment is, however, an excellent illustration of the point made above, that the numerous functions inherent in a university library pose problems of reference service which may not be so acute in special li-

¹² Lundy, *op. cit.* p. 7-8.

¹³ Clarence Gorchels, "Making Subject Specialists Available for Service," *CRL*, XVI (1955), 348.

¹⁴ Hanna E. Krueger, "Acquisitions and Cataloging: an Integral Part of Reader Services," *Library Resources and Technical Services*, III (1959), 195.

¹⁵ Frank A. Lundy and others, "The Dual Assignment: Cataloging and Reference: A Four-Year Review of Cataloging in the Divisional Plan," *Library Resources and Technical Services*, III (1959), 167-83.

¹⁶ Frank A. Lundy, "More on the Dual Assignment," *Library Journal*, LXXXV (1960), 2994.

braries, and which could have a deleterious effect on the quality and quantity of that service.

Finally, brief consideration should be given to subject divisional reference service from the point of view of the scholars themselves. Rothstein notes that it used to be argued that scholars, especially in the humanities and social sciences, did not need or want reference or research assistance from librarians. These men were deemed competent to do their own work, and furthermore, wanted to do it. Rothstein calls this the "conservative theory" of reference service,¹⁷ and it must be a strange theory indeed to a special librarian. It is still heard today among some university librarians, however, and certainly there are humanists and social scientists today who would consider extensive assistance to be in the same category as ghost-writing. It now appears that such hardy specimens are fast disappearing, and primarily for two reasons.

First, along with the growing trend toward interdisciplinary research, there is also increasing specialization or fragmentation of knowledge. An illustration may serve to make this point. Not long ago a political scientist came to a divisional librarian and confessed that he needed help. This man was a specialist in political philosophy; he knew his Plato and Aristotle backwards and forwards. But he had become a consultant in a research project which forced him to acquire some background in the numerous political behavior studies of the last ten or fifteen years, studies which themselves are based heavily on sociological and psychological data. He said he could get at this material himself, but thought the librarian might be able to speed up the process; and anyway, he could use something which would translate all that psychological and sociological jargon into plain English. This man could have gone to his colleagues in po-

litical science and the other departments, of course, but he came to the library for help and expected to get it. His own subject had become so specialized that he had been unable to keep up except in his own circumscribed area.

The second impetus towards increasing demands upon the library for research assistance is the simple fact that, even when scholars are fully competent to do their own research work, many are no longer doing it. They send research assistants to the library to collect data, and too often the research assistants lack the necessary competence. This development is much less evident in the humanities, but in the last twenty years the social sciences have become about as "foundationalized" as the natural sciences. It is indeed a poor professor today who cannot command foundation or government research grants to finance his work and thus acquire one or more research assistants.

This development can be readily observed at the University of North Carolina. At Chapel Hill there is an Institute for Research in Social Science, composed of professors from the various social science departments engaged part-time or full-time on research projects financed by the Institute from foundation or other grants. The Institute is staffed by 48 research professors or associate research professors. It also employs 54 graduate students as research assistants assigned to the various members of the Institute. In addition to this, the various social science departments themselves also employ other assistants who serve as research help to faculty members who are not members of the Institute. The department of political science, for instance, employs six research assistants. The school of business administration and economics also employs six research assistants, and so on.

These figures have a good deal of meaning for the library's business administration and social sciences division.

¹⁷ Rothstein, *op. cit.*, p. 42-44.

Again, perhaps an illustration will help. There is a professor of business administration at Chapel Hill whom I have seen in the library exactly once within the last year. Few weeks have passed, however, when his research assistant has not been in several times. This assistant, unfortunately, is one who has to be taken by the hand if he is to find *Census of Business*. A few weeks ago this professor telephoned to say that his assistant had graduated at the end of the summer, and he supposed this would not make us too unhappy. We admitted that we were not going to cry about it. The professor said he had never seen such a one in his life, but now he had a new assistant who seemed a lot sharper, and could we take a couple of hours to give him some instruction on the materials he would need to use? The professor said he would like to get over to the library and do the work himself, but heavy teaching and research loads had him pinned down to the classroom and office. Fortunately, most research assistants are not like this one. But even at their best, and with the best of intentions, they cannot do the independent library research which the professor himself could do.

Thus, because of these two developments, as well as others, the old conservative theory of reference aid to scholars, which may have worked well enough twenty years ago, just no longer applies. These developments, of course, pose problems for any reference service, whether it is organized along traditional lines or along subject divisional lines. In theory, the divisional was a major advance over the traditional plan, and it appears to meet the problems outlined here more adequately than traditional reference service. But whether the divisional plan, as it has evolved in practice, meets them as they need to be met today is an open issue.

In a sense, the divisional plan can be viewed as a useful compromise for many

universities between the two attempts to provide better service discussed briefly above. Lundy once wrote of the divisional plan as being a "half-way" solution to the dilemma posed by the financial inability to maintain a score of departmental libraries in the humanities and social sciences and the inadequacy of traditional reference departments when faced with the impossible range and depth of modern knowledge.¹⁸ Thus, from the beginning, the divisional plan, in theory, was seen as only a half-way solution. If the doubts aired here about the plan in practice were to prove well-founded, it would appear that today it may no longer be even a half-way house to the model of reference and research assistance for university librarians found in certain special libraries.

These tentative criticisms, aimed here at reference service in divisional plan libraries, might apply with equal or greater force to traditional reference service. None of the questions raised, or the ultimate question of the quality of reference service in general, regardless of specific organizational patterns, can be answered until scientific techniques of evaluation are devised. Such techniques do not now exist, and many members of the profession seem to feel that they cannot be developed. In view of the tremendous advances in quantitative methodology made in recent years by the social scientists, such an outlook seems a premature expression of defeat. One suspects that in some instances it might be a defense mechanism on the part of those who do not wish their work investigated. Possibly librarians, and especially reference librarians, have found an easy refuge in the contention that their work is too "intangible," too "intellectual" to be weighed and measured. Increasingly, the reference function of librarians is being taken over by "documentalists" and "information specialists."

¹⁸ Wilson and Lundy, *op. cit.*, p. 70.

Grinnell College's Burling Library

By HENRY ALDEN

TO WATCH THE GROWTH of the Burling Library from the germ of an idea to the \$1,200,000 edifice of concrete and glass and brick that now stands on the Grinnell campus was an engrossing and thrilling experience for those who shared it, and an account of this growth may prove useful, perhaps even interesting and inspiring, to others who are planning or who dream of planning a new library building.

It is impossible to discover just when the need for a "new" library at Grinnell was first felt—probably the morning after the completion of the "old" Carnegie building in 1905. It can be said with certainty that the feeling found its definitive expression in the 1956 report of the faculty library committee under the chairmanship of Professor Beth W. Noble.

From the beginning of his administration in 1955 President Howard R. Bowen had been sympathetic to the needs of the library, and a new building was given top priority in the building program. Once that decision was reached, the progress of the new library from dream to reality was a rapid one. Early in December 1956 President Bowen appointed a library planning committee to work with the college architects, Skidmore, Owings & Merrill. The committee, comprising the librarian and four faculty members, with Professor Curtis B. Bradford as chairman, went to work immediately. Its members read widely in the literature of library planning and building; they sought from the various academic departments statements of specific goals to be reached in the new building; they visited libraries at other colleges and universities; they met, it seemed, almost continuously to express

Mr. Alden is Librarian, Grinnell College, Grinnell, Iowa.

and exchange and discuss ideas. The advice of Keyes D. Metcalf, librarian emeritus of Harvard College, who served as consultant, was invaluable.

By the end of the school year in 1957 the programming phase was over. The principles governing the program were expressed thus:

- I. This is a college library, serving a small academic community. Its collections will always be relatively small, which does not mean they cannot be excellent. The building and use patterns forced on universities by the size of their collections and the large number of their readers do not necessarily apply here.
- II. The college library should be thought of as a facility which is part of the academic plant. It should be hospitable to any academic function which can be better carried on in the library than elsewhere on the campus.
- III. In the library will be located all the materials which are of general interest for the college community. It will catalog, protect, and circulate these items.
- IV. The library should be the principal reading and study area on the campus, both for students and faculty. The building should be arranged to facilitate study and reading.
- V. Readers will come to the library at various times for various purposes: to read the paper, to look at a current magazine, to spend

an hour reviewing text books or reserve books, to study for an extended period, and so on. All these purposes should be adequately provided for.

- VI. The primary function of the library staff is service. Its related custodial function is important, but secondary. Its disciplinary function begins and ends with protecting property and preventing conduct which interferes with the complete use of the library facilities.

The principles laid down in this program dictated many specific applications:

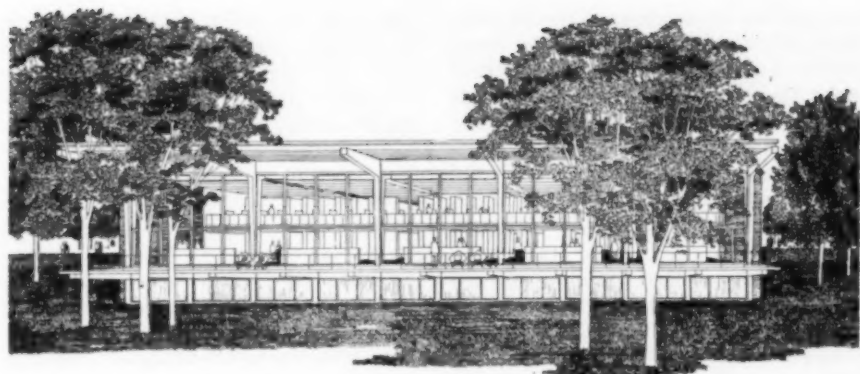
- I. The library should accommodate 550 readers (half of the optimum student body formulated by the administration) and 300,000 books (two and a half times the present collection).
- II. The open stack principle already in practice should be continued but in a physical plant that would really open the stacks and bring the readers in direct contact with the books. (In the old building the stacks were housed in a stack area separated from the reading areas by a door.)
- III. The entire collection should be housed as one unit, and science library—the only departmental library on campus—should be integrated with the main collection to as large an extent as feasible. The once favored plan of divisional reading rooms was soon abandoned by the committee because it would build a possibly temporary faculty structure into the building, because it would require additional staff, and because it would require a costly duplication of basic reference tools.
- IV. A large number of readers should be accommodated at single occupancy units such as carrells.

- V. The library should provide the bare essentials of audio-visual equipment although a faculty poll indicated no widespread interest in such facilities. However, any such extensive future developments as a language laboratory should be housed elsewhere and separately administered.

- VI. No classes should be scheduled to meet regularly in the library, but seminar rooms, also useful for group study and for committee or club meetings, should be provided for special meetings of classes desiring to use library facilities.

Necessity imposed two other requirements on the architects. In order to justify a building large enough to accommodate future growth (which would mean that much of the space would not be immediately needed by the library) the new library building should provide temporary quarters for the administrative offices of the college when the old administration building was razed to permit the construction of the fine arts building on its site. And the cost of the new library building should not exceed \$1,200,000.

By late summer 1957 the designing phase was well under way, and a preliminary design was presented at the Library Buildings Institute at Rutgers University, September 4, 5, and 6, 1957. The decision to build in a contemporary design was probably implicit in the choice of Skidmore, Owings & Merrill as the college architects, but the issue of contemporary versus traditional design was hotly debated at all levels and was finally decided on economic as well as on aesthetic grounds. The library planning committee, however, had early and often reiterated its conviction that in keeping with its position of intellectual and artistic leadership a liberal arts college must promote the best in contemporary design rather than accept the traditional



Dignity, spaciousness characterize library's modern design.

styles of the past. The preliminary design presented at the Rutgers institute was strictly a contemporary design, or possibly a design for the future.

Fundamentally the concept was that of an enormous, high-ceilinged room almost square and with four all glass window-walls. In the center was set a two-level square "island" of stacks and offices. In other words, the square stack area was situated in the center of the building, and the first floor of stacks was covered by a mezzanine supporting another tier of stacks. This stack area was honeycombed with a system of alcoves, and there were no walls or partitions to separate it from the rest of the "enormous room." Around the entire periphery of the main floor, against the window-walls, was a row of individual carrels. Around the entire periphery of the mezzanine against a railing overlooking the four window-walls was another row of individual carrels. The main floor was at campus level, but because of the slope on which the building was situated, beneath the main floor there was an English basement with half windows. This level housed the temporary offices of the college administration as well as the listening, viewing, and seminar rooms. Eventually, as the library collection grew, the administrative offices would be

vacated and the space turned over to further stacks. Most of the persons who saw this preliminary design at the Rutgers institute gave every sign of being impressed by its beauty and functional simplicity, but there were reservations about the practicality of so much glass.

As the architects and the committee explored the project farther, it became clear that the first design presented certain problems. For one thing the building would cost considerably more than the allocated \$1,200,000. The eastern and western glass walls (the side walls of the building, which faces north) presented grave problems of light control and temperature control. With incredible speed a modified design emerged. The east and west window-walls were replaced by solid masonry walls. With the disappearance of these two glass walls, the mezzanine on the east and west overlooked two blank walls—not a particularly attractive prospect, and the architects transformed the island mezzanine into a bridge linking the east and west walls. The chief problem now became that of keeping the concept of the enormous room. More specifically it was a matter of linking the open, high-ceilinged area across the front of the building with that across the back of the building since the two were now completely separated by the bridge mez-

zanine. One means chosen to make these two areas read as parts of a whole was to employ a continuous ceiling pattern of lights. Another was to open as much as possible to two main aisles joining the front and back areas. This was accomplished by increasing the aisle width and by lowering the height of the book shelves framing the alcoves that abutted on these aisles.

The revised design was approved by the trustees before the end of September 1957. In the meantime the fund raising campaign got under way. Its progress kept pace with that of the library building, which made the work of the committee considerably easier. The committee now turned its attention to the interior design and furnishings. In the belief that the building and its contents should form an artistic whole and that they could not properly be planned separately, the interior decoration was placed in the hands of the architects. The committee's consideration of the furnishings was if anything even more time consuming than that of the program and of the design of the building, but most of the decisions concerning the interior appointments had been made when ground was broken for the new building in May 1958.

By December 1958 the building was enclosed. The move from the old library into the new one was made late in the summer of 1959, and Burling Library was in full operation when school opened in the fall—less than three years after the appointment of the library planning committee. The formal dedication took place on October 18, 1959.

Now that the building has been tested by a full year's use the achievement can be measured against the principles set forth in the program. The cost was kept within the proposed \$1,200,000, but only through the generosity of the contractor, Rudolf W. Weitz of Des Moines, an alumnus and member of the board of trustees, who built the building on a

non-profit basis. The interim capacity of the building is 514 readers and 210,000 books. Ultimately, when the administrative offices move out, it will house 550 readers and 350,000 books.

Although it was not stated in the formal program, one major aim had dominated all the deliberations of the committee—that the library building should by its external appearance and its internal appointments express the dignity of humane learning, that it should say when one enters it: "This is a library." The fear was often expressed that the use of contemporary design would result in a building that looked like a factory or like a "cracker box," that it would have none of the dignity and spaciousness of the monumental college libraries of the past. The simple dignity of the facade and the spaciousness of the periodicals and reference areas at the front of the building and the reading area at the back with their high ceiling and vistas uninterrupted by partitions and doors have quieted those fears. The color scheme, while modern and light, has dignity, too. The colors are chiefly white, black, gray, and olive, with an occasional touch of brighter upholstery. Attention is properly focused on the books themselves. They are visible even as one walks up the entrance ramp or as one driving by looks through the rear window-wall, and their bindings are the most colorful element in the decor.

The library operations are carried out conveniently and unobtrusively although some students find the distant sound of telephones and typewriters distracting—proof perhaps of the unusual quietness achieved by the sound-absorbent ceilings and walls and by the sponge-rubber-backed rubber tiles on the floor. Reading clockwise from left to right and beginning in the reference reading area at the left of the entrance, the reference librarian's desk, the cataloger's office, the public catalog, the bibliography alcoves, the periodical indexes consultation cen-

ter, the librarian's office, and the periodicals librarian's desk in the periodicals area to the right of the entrance form a circle around the circulation desk. One of the most debated points in the design was the location of the work room, where cards and pockets are typed and books are lettered and repaired. In order to gain a space with outside windows this room was relegated to the rear of the lower floor near the service entrance, sacrificing a position directly under the circulation desk and nearer to other staff activities. Book trucks and an elevator have minimized the handicap of distance, and the staff enthusiastically maintains that the view from the windows is well worth any inconvenience that it entails.

Since there are no separate rooms on the main floor (with the exception of the librarian's office and the cataloger's office), the entire collection is housed as a unit, and with the approval of the members of the science division, the science library except for a few books and periodicals primarily of use as reference tools, has been integrated with the main collection.

The open stacks are really open, and the adjoining alcoves encourage free use of library materials—too free on occasion, one must admit. Small stools throughout the stack area have made the stack aisles themselves reader areas by allowing a reader to sit down wherever he wishes to browse. When he has made his choice of books and wants to settle down to study, a table and a chair are never very far away. The opportunity of easy access to the books has increased the number of volumes taken from the library without the formality of checking them out, despite the fact that the circulation desk is less than a dozen feet from the front door. (A good many of the books find their way back.) The student government is working on the problem, and there is hope that the situation can be corrected without placing a guard at the exit. Because they really believe

that the service function of the library is more important than its custodial function, most members of the faculty and the administration would be unwilling to turn to a closed stack policy in order to put a stop to the loss of books, but everyone hopes that the students can be educated to exercise a greater responsibility in the use of library materials.

Constant but not heavy use is made of the audio-visual facilities. A language laboratory is in operation elsewhere.

That the library has become the principal reading and study area of the campus is abundantly evident. The library is open longer hours than ever before, and even so the attendance continues to rise. The first year in the new building showed an increase in attendance of more than 135 per cent over the last year in the old building. October 1960 showed an increase of 29 per cent over October 1959. At the planning stage we felt that we were generous in providing seating for half the student body with almost half the seating at single occupancy units, but the many occasions when the library is filled almost to capacity makes us wonder whether our planning showed a lack of imagination. An obvious pattern develops as the library begins to fill up. The single spaces are filled first, then the multiple units are used by a single student. When no other space is available, students join other students at the larger tables. The more individual carrels that a library can provide, the better, would seem to be an axiom in all future library planning. The seminar rooms are very popular for group study, first because they permit discussion among students who are preparing the same material and second because they provide blackboards. We could use more such space if we had it.

It does not require much effort to imagine the library of the future with its doors that never close, an individual desk for every student, and larger rooms ad infinitum for group study.

Indiana University Libraries

(Continued from page 429)

raphy, Law School, Medical, Music, Swain Hall, and University School; and three in Indianapolis—School of Medicine, School of Dentistry, and Extension Division. These libraries originated in one of three ways: (1) as a planned separate collection and reading room, (2) as a laboratory collection to serve a science; or (3) as a collection in the office of a dean or departmental chairman.

CONCLUSIONS

The question was posed at the beginning of this study as to whether the libraries at Indiana University developed according to a plan which recognized the changing role of the library in higher education or whether the development resulted from the working of pressures generated in the changing university. The facts would seem to show that the libraries were changing in the direction of a university library but not according to an idea deliberately conceived and carried into effect.

The library in the frontier university reflected a respect for books as instruments of general culture and had only a tenuous connection with the curriculum and program of instruction. The board of trustees, representing the pressures of the general public for more "practical" collegiate education, selected titles of contemporary works in literature, travel, biography, and history which they believed should be read by students. Faculty members seem to have selected titles which had closer relevance to the curriculum and which represented the classical-education point of view. Considerable dependence on the private collections of faculty members for curricular use was evident until late in the nineteenth century; apparently the library

did not adequately meet the needs of the instructional program, and it probably was not expected to. In fact, the lack of pressure on the part of faculty members for the acquisition of these materials in the university library may reflect their philosophy about the relation of the library to instruction.

Nine years before the university library provided a reading room, students recognized the advantages of a place where newspapers and periodicals were available as well as books. The rooms of the student literary societies served in a limited way as reading quarters, and their libraries had current newspapers that were used to prepare debates several years before the university library itself subscribed to newspapers.

The growing importance of the library to the university in the last quarter of the nineteenth century is evident from the institution of regular appropriations, the employment of experienced librarians, the concern with buildings and reading rooms, the longer hours of opening, the instruction in library use, and the expressions of interest from both officers of instruction and students. The development of graduate studies and research and the institution of the elective system were significantly parallel with the increasing emphasis on library service during the last quarter of the nineteenth century. As the departments of instruction multiplied, library services grew by accretion rather than by plan. There was ample room in Maxwell Hall when it was built in 1891 to house the small collections of books in the various science laboratories, but the collections were allowed to remain in the departments and develop into departmental libraries. Unfortunately for the university as a whole, there was no plan for the

development of either the central library or the departmental libraries. In general, the sciences and schools developed separate libraries while most of the social science and humanities collections remained in the central library. The rigid allocation of book funds to departments under departmental supervision contributed to the creation of separate small collections. Departmental libraries continued to develop in a haphazard fashion with no centralized control until 1942, depending upon the professional associations for standards of collection and services rather than integrating their development with the needs of the university as a whole. During the years these departmental libraries were evolving, there is no evidence that the university librarians directed or planned for their growth and integration.

Throughout the history of the library, up to 1942, the librarians of the central library acted chiefly as housekeepers rather than as officers of instruction and were concerned with classification schemes, cataloging, rules and regulations, housing, personnel, etc. Some librarians were aware of general library development and utilized ideas gained from observing practices in other libraries to improve the internal organization of the central library. The activities of the library staff at the level of teaching and research were rather limited prior to 1942; some library instruction was offered, several guides to the libraries were printed, exhibits and displays designed to stimulate reading were arranged, and some bibliographical projects were done. The members of the library staff participated in the activities of professional library organizations and served on campus committees.

The most instrumental personal agents in the library development were the major officers of instruction in the university. The presidents, especially those after 1875, obtained appropriations from the general assembly, argued the library's

cause before the board of trustees, searched widely and diligently to find well-qualified persons to fill the position of librarian, recommended titles and areas in which acquisitions were desirable, cooperated with the librarian in disciplining students, helped the board of trustees and/or librarians to make library rules and regulations, and appointed faculty members to serve on the library committee. The deans and department heads were active in outlining acquisition programs and selecting titles for departmental collections, in serving on the library committee, in promoting the acquisition of research materials in the central library, and in developing branch libraries.

Some faculty members seem to have been aware of the changing role of the academic library and they consciously sought, through the development of departmental libraries, to remodel library service to meet changing needs. The departmental libraries resulted from the desire of some faculty members that books be near classrooms and/or laboratories for easier access and so that closer supervision of both students and books could be exercised. Some faculty members gave generously of their time over a period of years to build up collections in their subject fields. Both faculty members and librarians were active in utilizing campus publications as exchanges for other publications.

Although attached to the growth of the university, Indiana University Libraries developed chiefly as the result of the needs and contingencies of the moment. Pressures were generated in the changing university by individuals (members of the board of trustees, the presidents, members of the faculty, and students); by fashions and trends in library development; by surveys of the library; by the addition of graduate study and research to the university program; and by changes in teaching method and in curriculums.

The findings of this study, which show the library to be affected by the various pressures in the university, really indicate it to be a secondary growth of the university. Such a secondary growth, in spite of the best and most enlightened attempts to plan library development, is almost certain to respond to whatever twists the university development takes. This growth could be unified and logical only if university developments were characteristically unified and logical.

When the growth of the university itself is in response to external pressures and stresses, as it often was at Indiana, the library is compelled to develop in a somewhat similar manner. Although Indiana University Libraries in 1942 were under the direction of a new administration with a firmer and better planned control, it is likely that irrational forces will continue to help shape the library insofar as the development of the university itself is subject to such forces.

Bibliomania

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Emory University Quarterly

I like the looks
Of books.
I like to cast my eyes along the rows
Of stately folios
Or, ranged on neighboring shelves,
Quartos and dumpy twelves.
I love the multicolored bindings, whether
Cloth, buckram, or leather.
I like the smells of papers, pastes, and inks,
Spiced like a bed of pinks.
A book in weight and format subtly planned
Is comfort to the hand.
And there's no hue more pleasing to the sight
Than black on white.
A page of Caslon or of Baskerville,
Or rarer still,
Broad Gothic letter firmly set
And inked like jet,
With fair-proportioned margins rising high,
Delights the eye.
There is no limit to a book's appeal;
Its looks, its feel,
Give me such pleasure that I scarcely need
To read.

—Thomas H. English

News from the Field

ACQUISITIONS, GIFTS, COLLECTIONS

SEALANTIC FUND, INC., has appropriated \$875,000 to strengthen the library collections of the eighty-two seminaries accredited by American Association of Theological Schools. Each institution will be offered a chance to match grants up to a maximum of \$3,000 a year for the next three years. The matching funds must be over and above the library's present book budget. A select number of institutions that demonstrate the greatest creativity in the planning and relative improvement of their library efforts in the program will be eligible for an additional two-year grant. They will receive two dollars for each one dollar they spend beyond the existing book budget, up to a maximum grant of \$6,000 a year. Thus, it may be possible for a library to increase its book budget by a total of \$36,000 over the entire period. The Sealantic pledge will extend to 1966.

THE UNIVERSITY OF ARIZONA LIBRARY has completed cataloging of the manuscripts and printed material of Thomas Wood Stevens relating to his activities in the American theatre. Covering approximately 45 linear feet in nearly 70 document boxes and many folio cases, the collection includes extensive personal correspondence from 1899 to his death in 1942, scrapbooks, hundreds of clippings, programs, and photographs, and almost 60 prompt books (most of them personally annotated). Steven's writings are represented both in manuscript and printed form. In addition, there are 58 original etchings by Stevens and a collection of almost 100 private press books, chiefly those of the Blue Sky Press (1899-1907), with which he was associated.

The collection was given almost exclusively by Stevens' widow, now deceased, in the years following his death, but some scrapbooks and private press items, including early "little magazines," were contributed by friends and former students. A detailed 24-page description of the collection

has been prepared by Phyllis Ball, the special collections librarian.

THE LIBRARY of the University of Alaska has received \$2,000 from Milton Rabinowitz of New York City for the purchase of history and physics books.

THE LIBRARY of Colorado College, Colorado Springs, has received a gift of \$4,000 from an anonymous donor. The sum is for purchase of books in the field of physics.

THE UNIVERSITY OF DELAWARE LIBRARY has acquired the diplomatic papers of the late Assistant Secretary of State, George S. Messersmith. During his career with the U. S. Department of State, Messersmith held posts as ambassador to Uruguay, Austria, Mexico, and Argentina, and as American consul in Berlin from 1930 to 1934. A gift of Mrs. Messersmith, the papers date from 1932 to 1947. They include copies of letters and confidential, secret, and top-secret dispatches to secretaries of state during this period and extensive notes on projected memoirs.

THE UNIVERSITY OF FLORIDA LIBRARIES have received from the Marjorie Kinnan Rawlings estate some correspondence and unpublished manuscripts of the author. Included in the gift are the research notes compiled by Mrs. Rawlings for her projected biography of Ellen Glasgow.

THE UNIVERSITY OF ILLINOIS LIBRARY has counted twenty-nine hundred titles in the library of musical arrangements given by the Chicago radio station WGN in 1957. The collection of operatic, concert, and popular music covering thirty years was acquired by the Division of University Extension through efforts of Professor Bruce Foote, faculty member of the School of Music, who has appeared on many WGN programs.

SOUTHERN ILLINOIS UNIVERSITY LIBRARY has purchased a facsimile of Lindisfarne Gospels with the gift of \$400 from the 1961 graduating class. Another gift of \$300 for books about Japan was given by the Japan Society.

JAMES STILL, a distinguished poet, has given his papers to the library of Morehead (Ky.) State College. A room named in his honor will house his manuscripts, published articles, pictures, and mementos.

MANUSCRIPTS recently acquired by the Harry S. Truman Library, Independence, Mo., include selected papers of James E. Webb, representing his service as director of the Bureau of the Budget and under-secretary of state, and other professional activities; John M. Redding, former government official and publicity director of the Democratic National Committee; Frieda B. Hennock, former member of the Federal Communications Commission; Stanley Andrews, former administrator of the Technical Corporation Administration, and James Boyd, former director of the Bureau of Mines and defense materials administrator.

THE AMES LIBRARY of South Asia has been moved from St. Paul to the Minneapolis campus of the University of Minnesota. The library became the property of the university under terms of a 1952 agreement between the board of trustees of the Ames Library and the university's board of regents. It will be housed on the fourth floor of Walter Library, and will be administered as a special unit of the university library. The seventy-five thousand items include books, maps, charts, official papers, and other materials relating to Pakistan, Afghanistan, India, Ceylon, Burma, Tibet, Persia and Malaya. Primarily historical, the collection, nevertheless, covers many subjects.

RECENT PURCHASES and gifts have strengthened the special collection on the North American Indian in the Bemidji (Minn.) State College Library.

AFTER FOUR YEARS of negotiation, New York University's Library of Judaica and Hebraica has acquired on microfilm the David Kaufmann manuscript collection. David Kaufmann (1852-99) was a professor at the Jewish Theological Seminary of Hungary and world-famous scholar of Jewish history, culture, and religious philosophy. The collection includes manuscripts pertaining to the Bible, codices, commentaries on Hebrew literature; documents relating to

Talmudic science and religious laws; works on liturgy, mathematics, astronomy, medicine, theology, and philosophy; and historical articles. The earliest item dates back to the year 1021. While most of the material is in Hebrew, some is in Arabic, Aramaic, or Judeo-Arabic. The original collection is in the Oriental Library of the Hungarian Academy of Sciences in Budapest.

THE UNIVERSITY OF WYOMING LIBRARY has received the papers of Silas A. Guthrie as a gift of Judge and Mrs. Rodney Guthrie. The papers show graphically the relationship between eastern investors and their western managers and partners in the development of business enterprises in the west. In addition to extensive correspondence, the Guthrie collection contains many business documents and records. The materials date from 1867 to 1890.

PUBLICATIONS

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1959 includes library data in several of its tables. The sixty-eight institutions spent a total of \$28,227,163 from current funds to operate their libraries in 1958-59. This was a 7.2 per cent increase over the previous year's expenditures. However, the gross amount for libraries constituted only 2.2 per cent of the total current-fund expenditures for educational and general purposes. This proportion has remained relatively unchanged for many years.

The total number of individuals classified as professional librarians in these sixty-eight institutions was 1,689, in the first term of 1958-59. This was a 5.7 per cent decrease from the same period in 1957-58. Data on total library expenditures and professional library staff are given also for each of the sixty-eight institutions in a series of reference tables. Copies of the publication may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for \$1.00 each.

NUMBER 10 of the National Science Foundation's *Scientific Information Activities of Federal Agencies* series is on the Veterans Administration. This ten-page report describes the organization and mission of the administration and subject fields it covers.

Information is given on research in progress and types of VA publications and related scientific information activities of the agency. Copies may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 10 cents a copy.

AFTER 1965, supplements of the *Catalogue général des livres imprimés de la Bibliothèque nationale* will be published in a quinquennial series. The first will contain entries for books cataloged between January 1, 1960, and December 31, 1964. It will arrange individual authors, corporate authors, and anonymous works in a single alphabetical sequence with added entries for publishers, translators, and preface writers. Periodicals and books printed in non-Latin alphabets will be grouped separately.

The *University of Michigan Index to Labor Union Periodicals* is a monthly subject index to fifty labor union periodicals. In addition, it has a brief annotation for each item. Published by the Bureau of Industrial Relations, School of Business Administration, University of Michigan, this service is sold on a calendar-year basis for \$125.

Aldous Huxley; a Bibliography, 1916-1959, by Claire John Eschelbach and Joyce Lee Shober, has been published by the University of California Press. Approximately 2,500 items are cited in the 1,281 numbered entries. The volume includes a chronology of Huxley's works and indexes by titles and personal name.

Radio and Television Holdings of the University Library, published by the University of Southern California, is a handy research tool for students, professors, and librarians in radio and television. Users may find the author, title, edition, publisher, date, and call-number for each of seventeen hundred items. Unbound Xerox copies of the publication may be obtained from the Library Photoduplication Service of the university at \$7.28; microfilm copies are \$2.35.

BEGINNING WITH the 1962 editions, Rand McNally & Company will distribute *Year Book and Guide to Southern Africa*, *Year Book and Guide to East Africa*, and *South*

American Handbook. These books were formerly handled by the H. W. Wilson Company. Orders for new editions ready in January should be addressed to Rand McNally & Company, P. O. Box 7600, Chicago 80, Ill. Each 1962 edition will be \$4.00.

Data Processing Equipment Encyclopedia, published by American Data Processing Inc., Book Tower, Detroit 26, Mich., describes three hundred different data processing machines, including one hundred electronic computers. This two-volume work will be kept up to date by quarterly supplements and revised editions. The price is \$50 for the set; \$90 with supplements.

A REVISED AND EXPANDED EDITION of *Guide to the SLA Loan Collection of Classification Schemes and Subject Heading Lists* describes 788 classification schemes and other systems for organizing special collections on deposit at Western Reserve University School of Library Science as of March 20, 1961. The list is arranged alphabetically by subject and has a detailed index. One appendix lists book numbers; the other gives classification expansions and revisions of Dewey decimal, Library of Congress, universal decimal, and punched card systems. Original materials listed may be borrowed for four weeks; photocopy or microfilm copies may be obtained for permanent retention. Copies of the guide may be purchased from Special Libraries Association, 31 East 10th Street, New York 3, N. Y.

AN ADVANCE REPORT of *Library Statistics of Colleges and Universities, 1959-60*, has been prepared by John Carson Rather and Doris C. Holladay, library services branch, U. S. Office of Education. This twenty-page report presents data on library collections, personnel, and expenditures of colleges and universities.

The most significant fact about the report is its complete coverage. It is based on the actual returns from 95 per cent of the higher education institutions in the United States and reliable estimates of essential data for the non-respondents. Thus, it makes available for the first time an all-inclusive description of collections, personnel, and expenditures in academic libraries. Copies may be obtained free from the Publications Inquiry Unit, Office of Education, Depart-

ment of Health, Education, and Welfare, Washington 25, D. C.

Doctoral Study by John L. Chase, Division of Higher Education, U. S. Office of Education, is based on data from 139 institutions in the United States that grant doctorates. The sixty-five page report shows the extent of graduate fellowship support for the principal academic fields, examines the capacity of the graduate schools for training additional doctoral candidates, and discusses methods for increasing the number of college teachers with the doctorate. Copies may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 45 cents.

Statistics of Libraries by John Carson Rather and Nathan M. Cohen, library services branch, U. S. Office of Education, cites published sources of library statistics that have some continuity. It describes them briefly and furnishes a detailed index. The material is divided into two sections. The first gives forty-four sources of national and regional statistics, grouped under six headings: general, education for librarianship, school libraries, college and university libraries, public libraries, and special libraries. The second section gives 112 sources relating to single states, arranged by state since many cover more than one type of library. In all, forty-five entries include data on college and university libraries. Single copies of the bibliography may be obtained free from the Publications Inquiry Unit, Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C.

INFORMATION on the U. S. trade books published during the last thirty years and prices of books, periodicals, and serial services appear in *The Cost of Library Materials: Price Trends of Publications*, by Frank L. Schick, Library Services Branch, U. S. Office of Education, and William H. Kurth, National Library of Medicine. This publication resulted from the work of the Cost of Library Materials Index Committee, Resources and Technical Services Division. Single copies may be obtained free from the Publications Inquiry Unit, Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C.

BUILDINGS

A WELL-PLANNED PROGRAM for library expansion has been launched at the University of Arizona, with announcement of a \$2,000,000 building fund. Detailed drawings are being made for a separate science-technology library to be located approximately a quarter mile east of the present main library building. Construction of the modular unit will cost \$1,250,000. The present main building will be enlarged to house a social sciences division and fine arts and humanities materials on separate floors. Both divisions will adjoin the existing stack core.

BAILEY LIBRARY, University of Vermont's new \$2,100,000 modern-design, four-story, air-conditioned building, with capacity of over 500,000 volumes, was dedicated October 21.

THIS FALL occupancy of a periodical reading room at Delaware State College Library, Dover, will complete expansion in its new building.

CONSTRUCTION of the new building for the John Crerar Library began in July on the Technology Center campus of Illinois Institute of Technology. The ground floor of the air-conditioned building will house the major portion of the library's million books and pamphlets, the mechanical services, special study rooms, and other library departments. The second floor will be the reader service area containing a 60,000-volume open-shelf collection, references services, and administrative departments. The student reading area will be open to students of all schools.

NEBRASKA STATE TEACHERS COLLEGE, Peru, has budgeted \$150,000 for major renovation of its library building. Work should begin early in 1962, and the project is scheduled to be completed before the autumn term.

THE SUM of \$700,000 has been authorized by the Nebraska State Normal Board for the construction of a new library building at Nebraska State Teachers College, Kearney.

LINFIELD COLLEGE, McMinnville, Ore., has approved final plans for a \$300,000 expansion of the Northrup Library. The three-story addition will be built on the back of

the present building. The eighteen thousand feet of space will be allotted to reading rooms, an audio-visual storage and preview room, study carrels, a microfilm room, typing room, a group study room, a record listening area, and a language laboratory.

OREGON STATE UNIVERSITY, Corvallis, has received an appropriation of \$2,385,000 from the Oregon legislature for a new library building. Plans will be made for a rectangular building of four levels, having 127,000 square feet of space, a book capacity of about 580,000 volumes, and over sixteen hundred reader stations.

A NEW LIBRARY is being built by Trevecca Nazarene College, Nashville, Tenn., to serve its more than five hundred students. It will be named in honor of Dr. A. B. Mackey, who served for twenty-five years as college president.

The three-story building will have a floor space totalling more than twenty-two thousand square feet. There will be two reading rooms with seating space for two hundred students as well as many study carrels. Stacks will be open, and the building will be air-conditioned. Present plans call for occupancy during the fall quarter of 1961.

THREE FLOORS of the new academic center at the University of Texas will house an undergraduate library. It will accommodate twenty-five hundred students and, initially, about sixty thousand volumes on open stacks. In time, the collection is expected to reach 180,000 volumes. The fourth floor of the building will house some of the special collections acquired in recent years. Estimated to cost over \$4,500,000, the entire building will contain 214,000 square feet. Construction began in December 1960, and completion is scheduled for 1963.

A BUDGET of \$2,470,000 has been allocated to Utah State University, Logan, to add to its university library. Construction is scheduled to begin in the spring of 1962.

GRANTS

TO ASSURE American representation in the bibliography of early music being prepared under international auspices, a grant of \$13,200 has been made to the Music Library Association by the Council on Library Resources, Inc. The Music Library

Association and the American Musicological Society are co-sponsors of the U. S. joint committee responsible for organizing the American contribution to *Répertoire international des sources musicales*. This bibliography of manuscripts and printed musical works to the year 1800 will record library location of existing copies. It is being edited by an international group representing the Joint Commission of the International Musicological Association and the International Federation of Music Libraries. The work is supported by contributions from UNESCO, foreign governments, and other sources. The first volume in the series, which may run to a hundred volumes, has already been published. Other volumes are expected to appear in 1962.

PROJECT LAWSEARCH, sponsored by the Council on Library Resources, Inc., will investigate the feasibility of mechanized law searching. Under a \$40,000 contract, Jonker Business Machines, Inc., will index forty-five hundred cases and other materials relating to motor-carrier law so that an attorney seeking precedents for a particular case can locate the desired information in minutes. Three law publishing companies and the American Association of Law Libraries are cooperating in the project.

TWO NEW GRANTS have been made to the ALA Library Technology Project by the Council on Library Resources, Inc. The sum of \$19,380 has been appropriated for determination of basic principles involved in print-out from microtext and an evaluation of present processes, methods, and equipment, and \$5,100 has been appropriated to test monaural and binaural record players designed for earphone listening. The latter project will be undertaken by Consumers Research, Washington, N. J.

A GRANT of \$25,194 has been made by the Council on Library Resources, Inc., for the development of safer storage boxes for archival material. The project is co-sponsored by the American Library Association and the Public Archives Commission of Delaware. The Institute of Paper Chemistry, Appleton, Wis., will evaluate boxes now in use and try to develop a box that resists fire, moisture, and insects, and has low acidity.

MISCELLANEOUS

ST. PAUL, MINN., will be the meeting place for the Seventh Midwest Academic Librarians conference May 11 and 12, 1962. The College of St. Catherine, the College of St. Thomas, and Macalester College are sponsoring the meeting. Details regarding registration and the program may be obtained from James F. Holly, librarian, Weyerhaeuser Library, Macalester College, St. Paul 1, Minn.

A NEW MEANS of dispensing LC catalog cards is being explored by the Library of Congress. Under this system, libraries could obtain sets of LC cards with books purchased from distributors and publishers instead of ordering the cards from LC. LC would catalog copies of all new American trade publications before they went on sale. Initial conferences with some book distributors and a few publishers who distribute their own output have revealed a favorable attitude toward the proposal, but no definite arrangements have been concluded.

THE MEDICAL LIBRARY CENTER of New York has been established to develop methods of controlling published information in the field of medicine. Schools of medicine at Columbia, Yeshiva, New York University, Cornell, New York Medical College,

Rockefeller Institute, Sloan-Kettering Institute, and the New York Academy of Medicine are affiliated institutions. Jacqueline Felter, librarian of the Medical Society of the County of Queens, Forest Hills, N. Y., will direct the organization of a union catalog of medical and allied periodicals in libraries in the New York metropolitan area. The union catalog is a cooperative enterprise supported by a grant of \$127,000 from the John A. Hartford Foundation. It will be housed temporarily at the New York Academy of Medicine. Microfilm, punched-card and punched-tape systems are being considered as means of recording the serial holdings. The ultimate goal is to facilitate interlibrary loans and reduce unnecessary duplication of medical library resources in the area.

WESTERN MICHIGAN UNIVERSITY, Kalamazoo, has introduced a new curriculum for training the specialist who supervises an instructional materials center in a school or school system. The program combines library science and audio-visual education, and it leads to a master's degree. Candidates must have a teaching certificate and at least a year's experience as a classroom teacher or school librarian. For further information, write to Alice Louise LeFevre, head, department of librarianship.

"The Gleam of Our Chrome"

"Americans should need no committee to discover the obvious truth that as a nation we shall one day be judged not by our armies but our music, not by our weapons but our painting, not by our motor cars but our poetry, not by our TV serials but our drama. History will be merciless in assessing our contribution to man's accumulation of enduring wisdom and creative achievement. The gleam of our chrome, the thrust of our tailfins, the glossiness of our advertising—these will become the materials of future satire which will dramatize details of our decline and fall. Or if we awake in time, they may be hailed as the warning signals which stirred the sleeping and aroused the indifferent.

"As a nation we can become disturbed about cancer of the lungs, but remain unmoved by cancer of the spirit. We appropriate funds to clear the slums of the city, but we cannot summon the resources to clear the slums of the mind. Through concentration of great national energy we may develop ourselves into a country well-fed, well-housed, well-clothed, yet through our inner blindness remain ill-read, ill-spoken, and culturally illiterate."—From "A Nation Ill-Read, Ill-Spoken, and Illiterate" by James E. Miller, Jr., *College English*, vol. 22, no. 7, Apr. 1961.

Personnel

BEN C. BOWMAN, assistant librarian of the Newberry Library, in Chicago, becomes director of libraries at the University of Vermont, at Burlington, as of December 1.



Ben C. Bowman

A native of California, Mr. Bowman grew up in Arizona and Oregon, acquiring a love of outdoor life which will be gratified in his new location in one of New England's most scenic sections. Quite coincidentally, his wife is a native New Englander who shares his interest in travel which has taken them to all parts of the United States, into Canada, Mexico, and to Europe.

After taking his B.A. and M.A. in English at the University of Oregon, Mr. Bowman studied two years in the graduate school of the University of Chicago. During World War II, he was assigned to the ASTP program in Far Eastern Areas and Languages at Stanford University, whence he was dispatched to the Asiatic-Pacific theatre for fourteen months' overseas duty. On demobilization, he became a graduate assistant in English at the University of Illinois, then entered the University of Chicago Graduate Library School, concurrently working as on-the-job trainee at the Newberry Library. On obtaining his B.L.S., he joined the Newberry staff, being appointed head of public service in 1948 and assistant librarian in 1952. During this period he also acted as a materials consultant for the Japan Library School and the Ankara Library School projects of the ALA.

A conscientious, diligent, and responsible librarian, Mr. Bowman has kept his interest in English and American literature; he has never lost sight of the library's chief goal—the selection, acquisition, and preservation of man's cultural heritage, nor allowed preoccupation with technical and administrative detail to blunt his belief in

the humanities. He is level-headed, imaginative, hard-working, possessed of a quiet and admirable sense of humor, easy to work with and for. He has been a loyal and generous subordinate and colleague at the Newberry, deservedly winning the respect and affection of his co-workers. At the University of Vermont, where a new library providing space for over 500,000 volumes is opening this fall, Mr. Bowman's professional experience and personal qualities will undoubtedly make him as valuable and successful as he has been at the Newberry.—Stanley Pargellis.

HAROLD LANCOUR began his work October 15 as dean of the new graduate school of librarianship at the University of Pittsburgh.



Harold Lancour

Though not officially a successor to the Carnegie Institute of Technology's Library School, which is scheduled to close its doors at the end of the present academic year, the newly established school will inherit the library, many students in progress, and doubtless the

good will of the sixty-year old Carnegie school.

The year 1961-62 will be devoted by Dr. Lancour to recruiting a faculty, planning a curriculum, and to other organizational phases of the Pittsburgh school. The first students are to be matriculated in September 1962.

Dr. Lancour went to the University of Illinois Graduate School of Library Science as associate director and professor in 1947. In the intervening fourteen years he has achieved national and international prominence in the field of library education. For several years, he was chairman or a member of the ALA Board of Education for Librarianship and its successor, the Committee on Accreditation. He was president of the Asso-

ciation of American Library Schools, 1954-56, and has served as executive secretary of Beta Phi Mu, library science honorary, since its founding in 1950. When *Library Trends* began publication in 1952, Dr. Lancour was appointed managing editor, a post he has filled with distinction to date. In addition, he has edited the Illinois Library School's *Occasional Papers*, and is on the editorial committee for the recently established *Journal of Education for Librarianship*.

Dr. Lancour's professional assignments abroad have been varied, including a year in England, 1950-51, as a Fulbright scholar, making a comparative study of English and American library education; a year in France, 1952-53, as director of U. S. Information libraries; membership on the UNESCO International Committee for Social Science Documentation, 1953-57; a survey of libraries in West Africa for the Carnegie Corporation, 1957, and in Liberia for the Ford Foundation, 1959.

A native of Minnesota, Dr. Lancour is a graduate of the University of Washington, holds two degrees from the Columbia University School of Library Service, and a doctorate from Columbia's Teachers College. He began his professional career at the New York Public Library, and for ten years was librarian of Cooper Union in New York, immediately prior to going to the University of Illinois.

With such an exceptional record as a successful administrator, teacher, and scholar, the University of Pittsburgh is fortunate in attracting Dr. Lancour to become the first director of its newest school.—Robert B. Downs.

FOUR FULL-TIME faculty members and thirty-two students of the University of British Columbia school of librarianship are, to quote the dedicated director, DR. SAMUEL ROTHSTEIN, "irretrievably launched into their long task of mutual elucidation." The school, which opened in September, brings together a faculty of broad geographic and professional range.

Director Rothstein represents British Columbia and, as he says, has "left practice for preaching after seven years as associate librarian at the University of British Columbia" (see May *CRL* for biographical and professional statistics). His former boss at

UBC, Neal Harlow, now dean of the graduate school of library service, Rutgers University, describes him as "fundamentally a scholar with that uncommon blend of human traits which make the good teacher and administrator . . . an original and logical mind (turned toward scholarship, processing, or poker), propelling curiosity, leavening humor, lively spoken and written style, honest delight in friends and family, and inseparable attachment to books and bibliography. That he holds concurrently the position of acting librarian of the university, in a very active and growing system," Mr. Harlow points out, "certifies his unusual resources of stamina and ability. He is himself the surest guarantee of the school's quality and achievement." A recent president of the British Columbia Library Association and past chairman of the Canadian Library Association's Committee on Library Education, Dr. Rothstein has forged a close link with the profession and acquired an intimate knowledge of the local library scene. He supplies the following notes on his staff members:

ROSE VAINSTEIN, associate professor, comes from all over. Having thoughtfully established her association with western Canada by being born in Edmonton, she has since made a peripatetically successful career in American libraries from Brooklyn to California, with side excursions to Japan as an army librarian and to England as a Fulbright scholar. Her most recent term of service as public library specialist in the library services branch of the U. S. Office of Education tops off an unusually rich background for her courses in public library work, book selection, and library history. Her lecture notes derive originally from Western Reserve (B.L.S.) and Illinois (M.L.S.).

ROBERT M. HAMILTON, assistant professor, joins the school still wearing the laurels and burdens of the presidency of the Canadian Library Association. The office is the natural consequence of his unbroken successes in the propulsion and guidance of Canadian library enterprises from microfilms to money-raising. Mr. Hamilton moves easily among the seats of the mighty, having served the nation's leaders since 1946 as assistant director of the Library of Parliament in Ottawa. The results of his adept reference work and liberal borrowings from his standard book on *Canadian Quotations* have found their



Rose Vainstein



Robert M. Hamilton



Ronald Hagler

THREE OF BRITISH COLUMBIA'S "FOUR HORSEMEN."

way into many a page of *Hansard*. Mr. Hamilton is a product of McGill (B.A., B.L.S.) and Columbia (Carnegie fellow). He will be responsible for courses in reference work, bibliography, and government publications.

DR. RONALD HAGLER, senior instructor, is a young man who has compressed a maximum of study and library experience into a minimum of years. After undergraduate work and a tour of library duty at St. Jerome's College at Kitchener, Ontario, he put together A.M., A.M.L.S., and Ph.D. degrees at the University of Michigan while working concurrently in the technical service departments of the University of Michigan Library and the Kitchener Public Library. His research interests, as indicated by his recently published dissertation, are in the field of Canadian publishing. He will teach courses in cataloging and classification, the technical services, and the history of books and printing.

The school of librarianship will also have a number of part-time faculty members to conduct second-term courses in library service to children, school libraries, and science librarianship. Appointments will be announced at a later date.

The school's program aims at a nice combination of virtues: a strong emphasis on bookmanship is offset by ample provision for field work and observation visits; seminars and tutorials will receive equal billing with formal lectures; the courses will draw on American library literature and experience, but the student investigations and papers will center on the problems distinctive to the expanding library scene in western Can-

ada—in a word, the classic themes with regional variations.

JULIAN MICHEL, formerly associate librarian, Honnold Library (which serves the Associated Colleges, Claremont, Cal.) is now assistant librarian, University of California, Berkeley. Before his appointment in 1957 to the Honnold Library, Dr. Michel was administrative intern at the University of California, Berkeley, for one year, and head of the division of technical processes, Fresno State College, for two years. He received his degree in librarianship in 1954 from the University of California, Berkeley.

ROBERT D. STEVENS, coordinator for the organization and development of collections at the Library of Congress, has been appointed to the newly established position of coordinator, Public Law 480 Program. He will organize and direct the library's program in foreign countries under the authority of Public Law 83-480, the Agricultural Trade Development and Assistance Act of 1954, for the acquisition of books, periodicals, and other materials and their distribution to libraries and research centers in the United States specializing in the areas to which they relate. Mr. Stevens came to the library in July 1947 as an administrative intern in the acquisitions department. He served successively as head of the bibliographic unit in the order division and of the American and British exchange section, as chief of the serial record division and of the catalog maintenance division, and as assistant chief of the Union Catalog division

and of the general reference and bibliography division. Mr. Stevens graduated from Syracuse University, from Columbia University's School of Library Service, and received the M.A. degree in public administration from the American University.

JAMES KRIKELAS has been appointed head librarian of Milwaukee-Downer College, Mil-

waukee. He was previously chief of technical services there after graduating M.S.L.S. in 1959. Born in Cudahy, Wis., in 1932, he did his undergraduate work in the fields of engineering and history. Member of Beta Phi Mu and Wisconsin Library Association (he is secretary-treasurer of the college and university section 1960-61), Mr. Krikelas is married and has two sons.

Appointments

BARBARA ALLEN, is catalog librarian for Russian materials, Joint University Libraries, Nashville.

JULIUS BARCLAY, formerly a staff member of the special collection division, Stanford University, is now chief librarian of the division of special collections, University of California, Berkeley.

RAY S. BARKER, JR., formerly reference librarian, Shepherd College, Shepherdstown, W. Va., is now reference librarian, University of South Carolina, Columbia.

CLAIRE BENSINGER, formerly cataloger, University of Louisville Library, Lexington, is now cataloger, University of New Mexico Library, Albuquerque.

RICHARD F. BERNARD, formerly a staff member of the Bancroft Library, University of California, Berkeley, is now bibliographer in the comparative tropical areas study, University of Wisconsin Library, Madison.

THELMA C. BIRD, formerly teaching materials librarian, Illinois State Normal University, Normal, is now acting director of libraries, Indiana State Teachers College, Terre Haute.

KATHLEEN W. BLAKEY, former assistant librarian, has been named associate librarian at Chapman Memorial Library, Milwaukee-Downer College, Milwaukee.

ROBIN BRANT is catalog librarian, University of Oregon, Eugene.

DONALD R. BROWN, formerly reference librarian in the history and travel department, Detroit Public Library, is now reference librarian, Western Michigan University, Kalamazoo.

RALPH W. BUSHEE, formerly order librarian, Southern Illinois University, Carbon-

dale, is now in charge of rare books and special collections.

GRACE CALLAHAN is catalog librarian II, University of California, Santa Barbara.

CECIL L. CHASE is a staff member of the Bancroft Library, University of California, Berkeley.

SIMON PING-JEN CHEN is assistant catalog librarian, University of Nevada, Reno.

JAMES L. COPAS is assistant professor in the department of library science, Montana State College, Bozeman.

GEORGE R. DAVIS is librarian I in the exchange division of the acquisition department, University of California, Berkeley.

MARY PAULINE DOLVEN is assistant librarian, College of Medicine, University of Nebraska, Lincoln.

JOHN F. DORSEY, formerly a staff member of the University of California Library, Davis, is now head of the order department, Long Beach State College Library.

ANNE C. EDMONDS, formerly a staff member of the Enoch Pratt Library, Baltimore, is now librarian, Douglass College, Rutgers University, New Brunswick, N. J.

HANS ENGELKE, formerly library assistant, University of Chicago Library, is now cataloger, Western Michigan University.

IMOGEN S. FICKLEN is assistant order librarian, University of Nevada.

MABEL GRANNIS, formerly a member of the cataloging and reference staffs, Michigan State Library, is now assistant catalog librarian, Western Michigan University.

ELIZABETH STONE GREER is head catalog librarian, Joint University Libraries, Nashville.

HAZEL GRIFFIN is library science librarian, Peabody College Division, Joint University Libraries, Nashville.

SARA SUE GROSMAIRE, formerly circulation-reference librarian, University of South Carolina, is now reference assistant, New York State University College of Education Library, Cortland.

CORNELIA HADLEY, formerly a staff member of the Ball State Teachers College Library, is now senior assistant librarian, College of Medicine, University of Nebraska.

JAMES D. HART, professor of English, University of California, Berkeley, is now acting director of the Bancroft Library, Berkeley.

INA HENEFER, formerly acquisition librarian, Whitworth College, Spokane, Wash., is now associate librarian, Linfield College, McMinnville, Ore.

DELBERT HOLLENBERG, formerly order librarian, Southern California School of Theology, is now assistant librarian, Garrett Biblical Institute, Evanston, Ill.

NORMA HOVDEN, formerly chief circulation librarian, University of Minnesota, Minneapolis, is now chief reference librarian.

PATRICIA HOWARD is librarian I in the Bancroft Library, University of California, Berkeley.

JOHN HUTTMAN is librarian I in the acquisitions division, University of Washington, Seattle.

ELIZABETH C. JACKSON is a staff member of the reference department, Georgia State College Library.

DONALD JORVE, formerly assistant librarian, Concordia College, Moorhead, Minn., is now documents librarian, Oregon State College, Corvallis.

ALTON P. JUHLIN, former head of special services, Oklahoma State University Library, Stillwater, and for the past year teacher of library science at Texas Woman's University, Denton, is now head of the order department, Southern Illinois University.

SVEN OLOF KARELL is senior cataloger, Oregon State College.

KATHERINE KARPENSTEIN is now reference librarian at Sonoma State College, Cotati, Cal., following a fifteen-year association with

the geology library of Standard Oil of California.

PAUL W. KELLY, formerly assistant librarian and circulation librarian, Eastern Michigan University, Ypsilanti, is now head librarian, Eastern Oregon College, La Grande.

ELIZABETH FAWCETT KOENIG, formerly a staff member of the Florida State University Library, Tallahassee, is now senior assistant librarian, College of Medicine, University of Nebraska.

LARRY DEAN LARASON is assistant librarian in the social studies division, University of Nebraska.

FRANCES LAUMAN, associate reference librarian, Olin Library, Cornell University, Ithaca, N. Y., has been appointed reference librarian-designate of the new undergraduate library.

MARGARET LINN, formerly assistant librarian, Portland (Ore.) University, is now school librarian and instructor in library science, Central Washington College of Education, Ellensburg, Wash.

ANN C. LYLES is documents-reference librarian, University of Delaware, Newark.

RAYMOND R. MCCREADY is reference librarian, general reference and documents division, University of Oregon.

RAYMOND G. MCGINNIS is librarian I, acquisitions division, University of Washington.

THEODORE N. McMULLAN, associate director, Louisiana State University Library, Baton Rouge, is now serving as acting director.

JOE B. MITCHELL is assistant librarian in charge of teaching materials, Illinois State Normal University, Normal.

KATHRYN MARIE MORRISON is assistant librarian in the science and technology division, University of Nebraska.

FREDERIC J. O'HARA, formerly a faculty member in the department of librarianship, Western Michigan University, is now on the teaching staff of the Pratt Institute Library School.

RICHELIEU ORR is a cataloger in the Carol M. Newman Library, Virginia Polytechnic Institute, Blacksburg.

VENICE OSTWALD, formerly a school librarian in Long Beach, Cal., is now assistant professor of librarianship, University of Oregon.

JEAN S. OSUGA, formerly a staff member in the reference department, Multnomah County Library, Portland, Ore., is now assistant social science reference librarian, Long Beach State College Library, Long Beach, Cal.

CELIA PEPLOWSKI has left her post as base librarian with the United States Air Force to become head of technical services, Milwaukee-Downer College.

GEORGE PITERNICK, formerly a library staff member of the University of California, Berkeley, is now assistant director in charge of branch libraries, the science reading room, and library publications, University of Washington.

VIRGINIA GRAY POLAK, formerly a staff member of the University of Washington Library, is now librarian I in the social sciences reference service, University of California, Berkeley.

GARY PURCELL, formerly a staff member of the Enoch Pratt Library, is now instructor in the department of librarianship, Western Michigan University.

ROBERT L. QUINSEY, assistant director of libraries, University of Kansas, is now head of the circulation department, Oregon State College Library.

VERNA RITCHIE is assistant reference librarian, Oregon State College.

R. VERNON RITTER, formerly librarian, Central Baptist Theological Seminary, Kansas City, is now technical services librarian, University of New Mexico.

Cecil Roberts is chief of the social science library, Washington State University.

A. ROBERT ROGERS, a staff member of the Bowling Green (Ohio) State University Library since 1959, is now acting director.

BETTY ROSENBERG, formerly bibliographical assistant to the librarian, University of California, Los Angeles, is now lecturer in the School of Library Service.

ELIZABETH RUBENDALL, formerly a staff member of the Veterans Hospital Library, Topeka, Kan., is now assistant librarian in

the acquisitions department, University of Nebraska.

GERALD A. RUDOLPH, formerly a staff member of the Case Institute of Technology, is now reference librarian, Ohio University, Athens.

WILLIAM V. RYAN, formerly assistant librarian, Canisius College, Buffalo, N. Y., is now fine arts librarian, Ohio University, Athens.

MARY T. SCARLOTT is now associate librarian, the Hunt Library, Carnegie Institute of Technology, Pittsburgh.

ROBERT G. SCHIFF, formerly assistant professor of physical sciences, Humboldt State College, is now science librarian, Southern Illinois University.

HENRY C. SCHOLBERG, formerly librarian at Columbia Heights high school, Minneapolis, is now instructor and librarian, Ames Library of South Asia, University of Minnesota.

ROBERT P. SECRIST is a staff member in the reference department, Bowling Green (Ohio) State University Library.

GEORGIA L. SHAPLAND, formerly a staff member of the Los Angeles Public Library, San Pedro branch, is now assistant humanities reference librarian, Long Beach State College.

FRANK C. SHIRK, formerly associate librarian in charge of technical services, Carol M. Newman Library, Virginia Polytechnic Institute, is now acting director.

PHILIP SHORE, formerly catalog librarian, Earlham College, Richmond, Ind., is now acting head librarian.

DONALD SIEFKER, reference librarian, Earlham College, Richmond, Ind., is now catalog librarian on temporary appointment.

IMOGENE SIMPSON is reference assistant, Western Kentucky State College, Bowling Green.

SUSAN SOO is assistant librarian, Whittier (Cal.) College.

JUANITA STEARMAN is social science librarian, University of Oregon.

WILBUR JAMES STEWART is assistant librarian in the social studies division, University of Nebraska.

MARY JANE STONEBURG, formerly assistant

cataloger, Eastern Michigan University, is now circulation librarian.

L. HARRY STRAUSS, formerly superintendent of schools, Cedarville, Mich., is now documents librarian, California State Polytechnic College, San Luis Obispo.

MARION V. SWENSON, formerly assistant chief of the cataloging section, Library of the Department of State, Washington, is now chief of the section.

JOSEPH H. TREYZ, formerly assistant head of the catalog department, Yale University Library, is now head of a project to be carried out by the University of California, San Diego, La Jolla, for developing basic undergraduate library collections for the three new campuses of the University at San Diego, Orange County, and Santa Cruz.

ELDON WANCURA is assistant circulation librarian, Oregon State College.

BILL WILKINSON, assistant reference librarian, Olin Library, Cornell University, has

been named Goldwin Smith librarian and librarian-designate of the new undergraduate library.

WILEY J. WILLIAMS is an assistant in reference and bibliography and will teach courses in library science, Bowling Green (Ohio) State University Library.

ANNA K. WINGER, formerly assistant librarian, Juniata College, Huntingdon, Pa., is now a cataloger, University of Delaware Library.

DOROTHY WONSMOS, formerly school librarian, Richfield, Minn., is now assistant reference librarian, University of New Mexico.

SAM WOOD is associate catalog librarian, University of Nevada.

HELEN YIEN, formerly a staff member of the University of Kansas Library, Lawrence, is now assistant acquisition librarian, University of Nebraska.

GERTRUDE VAN ZEE is head of the catalog department, Western Michigan University.

Retirements

HELEN HEFLING, associate librarian for technical services, University of New Mexico, retired June 30 after seventeen years of service.

BLANCHE MOEN has retired as chief reference librarian, University of Minnesota, after thirty-seven years of service.

LEWIS S. SALTER has retired as music librarian, University of Oklahoma.

AGNES SMALLEY has retired as reference librarian, Washington State University, after thirty-two years of service.

SIDNEY SMITH has resigned as librarian of Louisiana State University.

Necrology

JEROME K. WILCOX, librarian of the City College of New York since 1945, died Thursday, October 5, at the age of 59. He had been a full professor in the college since 1946. Prior to his coming to the college, he was on the staffs of the John Crerar Library, Duke University, and the University of California at Berkeley. He was active in many national, regional, and local library associations, and regarded as an outstanding specialist in government publications. For many years he served as chairman of the ALA

Committee on Public Documents. Among his accomplishments at the college was the development of the collections, the expansion of the special library facilities, and the direction of the building of the new Morris Raphael Cohen Library, which houses about 500,000 volumes.

SEYMOUR ROBB, director of the Virginia Polytechnic Institute Library, Blacksburg, since 1947, died August 27. He was on the staff of the Library of Congress from 1919 to

1944, and was director of the Vested Film Program of the U. S. Office of the Alien Property Custodian in 1944. From 1944 to 1947 he was on the staff of the library of the College of Physicians and Surgeons of Columbia University. From 1937 to 1943 he was a lecturer in library science at "Catholic University. Mr. Robb contributed to professional journals and was active in library

associations, serving as president of the Virginia Library Association in 1953.

LOELLA BAEHR, 49, head librarian at Milwaukee-Downer College, Milwaukee, since 1953, died July 16 in Waukesha after a year's illness. A graduate of Carroll College, Waukesha, and the University of Minnesota, she joined the Downer staff in 1949 as a cataloger.

Foreign Libraries

JÜRGEN BUSCH is director of the Stadtbibliothek and the Stadtarchiv at Mainz.

FRITS DONKER DUYVIS, one of the great pioneers in the field of documentation, died July 9 at Wassenaar, Holland.

CARLOS FUNTANELLAS is director of the library, University of Havana.

CAMILLE GASPARD, formerly conservator of the department of manuscripts, Royal Library, Brussels, died February 3, 1960.

PASCUAL FEDERICO GERMÁN is director of the library, University of Santo Domingo, Ciudad Trujillo.

WILLI GÖBER, director of the Humboldt University Library, Berlin, died July 1.

WERNER KRIEG is director of the Universitäts- und Stadtbibliothek at Cologne, and he will also serve as the director of the Bibliothekar-Lehrinstitut.

OTTA LEUNENSCHLOSS, director of the Technische Hochschule, Hannover, died December 2, 1960, at the age of 77.

JORGE B. VIVAS is the chief of the newly created reference service of the Biblioteca del Congreso de la República Argentina.

On Spelling

I asked some two hundred magazine editors to answer a one-question questionnaire on the back of a postcard and return it to me. The questionnaire read: "From my observation of young job applicants and young staff members, I'd term spelling instruction in today's schools Good ____ Fair ____ Bad ____."

Within a few days of mailing, I had eighty editors' responses.

Only fifteen checked "Good"—18 per cent; "Fair" received thirty-one votes—39 per cent; "Bad" received thirty-four votes—43 per cent.

A famous editor chose none of the three alternatives but hand-scrawled this message: "In a word, dreadful. And so is their grammar."

Two other famous editors, intellectuals and sophisticates both, voted in direct contradiction to each other. But the one who said "Good" admitted that "Our people *have* to know and the applicants are aware of this."

The editor of a magazine of news voted "Good" and then lamented, "The more intelligent the student, the worse he is likely to spell."

Another editor, himself once a school board member, noted that "Modern methods teach kids nowadays to read faster and better but spelling suffers . . ."

Two or three editors agreed, one commenting that "they have tremendously larger 'recognition' vocabularies but smaller command of them in such terms as spelling and definite definitions."

My "research," of course, wasn't scientific. It didn't prove much, nor was it intended to, except that, in the judgment of 82 per cent of a group of men of great literacy and high intelligence, the success of spelling education is less than good.—*From an address by Howard Browning at the School Public Relations Conference, Illinois State Normal University, March 11, 1961.*

Developing a Collection on Africa

(Continued from page 443)

which they knew best in order to get comparative data.

Many persons, including students, still think first of art and Africa; and it could certainly be that the art department of a university stimulates the interest in Africa. Among the several recently published books on African art are *African Folktales and Sculpture* (Bolligen Series XXXII), *The Sculpture of Africa* by Eliot Elison, William Fagg, and Bernard Quint, and *Africa, The Art of Negro People* by Elsy Leuzinger.

There is almost no limit within the scope of a paper of this nature to the number of books on Africa one might recommend. Each week brings another possibility. And beyond the rich field of books on Africa lie the equally important ones of journals and government reports, for government documentation and the scholarly or timely article are the surest sources of material on modern Africa. All countries publish their legislative proceedings, and some publish departmental reports which can be secured, as a rule, from the government printer of the country. There is a wealth of material appearing in journals on Africa published either in the countries of Africa or in some cases still in the metropole. A proper guide to source and entry could be an article in itself. Suffice it to say here, however, that they exist and are valuable for certain types of collections. Even the daily press, in reporting on this or that political event, may call attention to a recent government report of critical significance, as, for example, *The East African Royal Commission Report*, *The Devlin Report*, *The Tomlinson Report*, and *The Monckton Report*.

One cannot conclude a survey of representative literature on Africa without bringing to the attention of the college

librarian the publications of some of the more important research institutes in Africa. These institutes are located all over the continent, many have regional offices, and they publish both journals and monographs. The more important of these institutes concerned with social and economic problems are L'Institut d'Afrique Noire (I.F.A.N.) at Dakar, L'Institut d'Etudes Centrafricaines (I.E.C.) at Brazzaville, The West African Institute of Social and Economic Research (W.A.I.S.E.R.) at Ibadan, The South African Institute of Race Relations at Johannesburg, The East African Institute of Social Research at Kampala, The Rhodes-Livingstone Institute at Lusaka, La Centre d'Etudes des Problèmes Sociaux Indigènes (C.E.P.S.I.) at Elizabethville, and L'Institut pour la Recherche Scientifique en Afrique Centrale (I.R.S.A.C.) at Livino-Katana. This list does not include the important institutes outside Africa, such as The International African Institute in London, which publish regularly and significantly on African affairs.

Perhaps as a postscript for college librarians in America, one may be able to assume the knowledge, particularly at this time, of two important statements on Africa made by Americans. One is Chester Bowles' little book, *Africa's Challenge to America*. In this book, written four years ago, Bowles, prophetically enough, calls attention to the fact that the United Nations is the forum through which America must work in giving its support to African countries. He does not equivocate as to his feelings about the responsibility of America to play a decisive role in Africa, irrespective of the historical ties it has with Europe. The timeliness of Bowles' observations and the personal opportunity he has to

be of influence at this time should certainly warrant consideration of this book.

At this writing, perhaps the most outstanding document relating to United States government policy and Africa is the report *Africa, A Study—Prepared at the Request of the Committee on Foreign Relations of the United States Senate* by the Program of African Studies at Northwestern, under the chairmanship of Professor Melville Herskovits. Long a scholar in the field of African affairs, Herskovits

has fifteen recommendations for the United States foreign policy towards Africa. He makes it perfectly clear that we have had no policy toward Africa in the past and that this country should initiate a strong and aggressive policy which would be in the best interests of all concerned.

There is little doubt that future government reports and books developing and criticizing the ideas of Bowles and Herskovits will be forthcoming.

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Catholic Association Scholarship

The Catholic Library Association announces a scholarship in library science for the academic year 1962-1963, to be awarded for graduate study toward a master's degree. The scholarship consists of an award of \$600.00 to the person chosen by the Scholarship Committee of the Catholic Library Association. Religious, as well as lay people, are eligible.

The recipient may enter the graduate library school of his choice.

Applications, available from the Scholarship Committee, Catholic Library Association, Villanova, Pa., must be filed at the Catholic Library Association headquarters by January 15, 1962. The award will be announced at the annual conference of the association in April 1962.

Review Articles

Important Memoirs

Mitchell of California: The Memoirs of Sydney B. Mitchell, Librarian, Teacher, Gardener, with a preface by Lawrence Clark Powell; Berkeley, California Library Association, 1960. Illus. 263 p. \$5.00.

At one point (p. 178) Sydney Mitchell writes, "Since my eighteenth year I have spent my life in universities. I have been on the staff of four of these, I have taught in summer schools at others, have been a visiting fellow at still another, and in my investigations of library service, I have been for a longer or shorter time at two or three dozen more." Certainly he got about and, as a consequence, flung high a constellation of students who continue to shine and twinkle in the firmament.

These reminiscences are his response to their devoted insistence. He never found time to finish them; formally they break off with an account of the early years of his Berkeley experience, but that interruption is gently compensated for by an appended interview which he gave to Neal Harlow and Andrew Horn at Grizzly Peak on a February afternoon in 1950. Cora R. Brandt has added an account of his horticultural accomplishments; Betty Rosenberg has compiled an admirable bibliography, Lawrence Clark Powell has contributed the explanatory preface.

From these pages emerges with extraordinary fullness the story of a man who, in his youth, "never . . . met a real librarian," who began his career at the paltry salary of twenty dollars a month, and who nevertheless came to exert (the words are Dean Powell's) "more influence in western library work than any person since James L. Gillis." There are nostalgic, evocative chapters on the Montreal of his youth, on McGill University in the Stephen Leacock period, on the milieu and minions of the library school at Albany, on Stanford in the days when President Jordan played first base on the faculty team, on the shaping of a Californian.

And there is Edmund Lester Pearson's

prescription for a perfect charging system: "Attendant picks reader's pocket, stamps on reader's foot, and files reader's teeth."

Mitchell was a great innovator, unafraid of change, unawed by the dicta and the cherished practices and the petty pretension of his elders, indifferent to tradition, always eager to grow with the growing world around him. But he was without malice; the only hatred he betrayed was directed toward accession books! He was a magnificent teacher and this was, perhaps, because he was first and unwaveringly a magnificent human being. His memoirs are important for this reason and for the more obvious reason that they are inseparably a part of the history of education for librarianship.—David C. Mearns, *Library of Congress*.

Classification Schemes

Guide to the SLA Loan Collection of Classification Schemes and Subject Heading Lists on Deposit at Western Reserve University as of March 20, 1961. Compiled by Bertha R. Barden and Barbara Denison. 5th ed. (New York: Special Libraries Association, 1961.) 97p. \$4.00.

In our data-packed, highly specialized society, the organization of information into manageable form presents a problem not only to libraries, but also to advertising agencies, textile manufacturers, banks, and sugar planters—to name just a few. The system devised by one group to control its material may solve the problem of another. Since 1924, the Special Classifications Committee of SLA has conducted a "share-the-wealth" program for such systems by building a collection of classification schemes and subject heading lists through contributions from SLA Divisions, ASLIB, UNESCO, and many special, university, and public libraries throughout the world.

The present edition of the *Guide to the collection* describes 788 classification schemes and other systems for the organization of special collections, 210 more than were listed

in the fourth edition. Items are arranged alphabetically under approximately 350 subject headings; the proportion of subject headings to schemes indicates the compilers' attention to accurate, specific delineation of subject areas. There is a cross-referenced subject index, as well as two appendices. The first appendix lists book numbers; the second gives classification expansions and revisions of Dewey decimal, Library of Congress, universal decimal, and punched card systems. The *Guide* is cumulative, retaining the citations of earlier lists in company with their new editions and revisions.

The increased cost of this fifth edition is at least partly justified by the much improved format, typography, and general quality of the publication. Better page layout and much more legible characters make the publication easier to use.

Some users of the earlier edition have mentioned their appreciation of the symbols which serve to identify some items more fully, or, in other cases, to give their location. That certain lists are terminologies, subject subdivisions, or uniterms seems self-evident to the reviewer scanning these keyed citations. The United States Air Force's *Glossary of Terms Used in Air Force Comptroller Activities* is readily identified as a terminology, while publications bearing titles like *Cumulative Subject Heading List* or *List of Subject Headings* declare themselves without ambiguity. (The symbols are, of course, justified in the relatively few cases where titles are misleading or inaccurate.)

The choice of subject headings within the *Guide* is entirely acceptable once the reader recognizes that the compilers have selected them on a firmly pragmatic basis—that is, on the basis of the subject covered by the particular classification scheme or subject heading list in hand—rather than, as with a pre-structured list of subject headings, in accord with the terms and relationships of a designated field of knowledge. The see-also references in the body of the *Guide* and the cross-references in its index provide generously for the inevitable differences in choice of word or word-order, although the simple directness of subject headings selected preclude much misunderstanding.

Some specialists may question the fact that a search for Health (see also Industrial Hygiene, Mental Hygiene) leads only at

length to Medicine, rather than immediately—and delay may result in the postponement of health. Such indirections, however, are no formidable problem while the *Guide* is still of manageable length. (Less of a quibble, perhaps, is the complaint that the see-also references under Medicine do not include Space Medicine.)

The materials listed in the *Guide* may be borrowed on a four-week loan for original material, or by photocopy or microfilm for permanent retention.—Ann R. Lindsay, *National Library of Medicine*.

Adult Education

University Adult Education: A Guide to Policy. By Renee Petersen and William Petersen. New York: Harper & Brothers, 1960. 288 pp. \$5.50.

This is an interesting, provocative, and disturbing book which should be read and pondered not only by university librarians but also by the librarians of public libraries, large and small. It provides a clear, critical, and detached analysis of a field of education which is directly related to libraries.

The authors are concerned with university adult education, which appears to be but a small part of the total adult education field, but they begin by looking at the significance of adult education today and the general principles and problems involved. The first two chapters will be of particular interest to librarians.

The function of university adult education, in the opinion of the Petersens, is "education (and legitimately, though usually to a small degree, research); it is not making money or public relations or social service or therapy or recreation." And they make it clear that they mean college-level education. "University adult education constitutes no more than about four per cent of adult education as a whole. It is one sector of a vast, amorphous institution, in which universities, junior colleges, public schools, government bureaus, community agencies, and private organizations engage in recreational, vocational, remedial, cultural, and educational activities of every type, at every level, for every purpose. Within this all but infinite

range, university adult education can play a meaningful role only by rigorously defining its distinctive place, by setting a limit to the tasks that it will undertake and an order of priority among them." (page 129).

University administrators, working with the National University Extension Association, face some difficult decisions as adult educational needs continue to multiply. If the decision is to concentrate university adult education programs at the "college level" (and financial support may dictate this decision in view of the special function of universities in the field of higher education) then the public library, as "the people's university," undoubtedly will be expected to assume, with other agencies, major responsibility for adult education. The role of the universities, other than university adult education as defined by the Petersens, may well be limited to assisting and nurturing other agencies through leadership training, preparation and dissemination of educational materials, applied research, and consultation.

"For a richer, fuller life, wake up and read" is a fine slogan for a National Library Week. The Petersens' book is the kind of reading that should "wake up" librarians to the kinds of problems and decisions they may be facing soon in the field of adult education.—Eugene H. Wilson, *University of Colorado*.

Fifty Years Old

Search and Research; the Collections and Uses of the New York Public Library at Fifth Avenue and 42nd Street. By William K. Zinaser. New York: The New York Public Library, 1961. 46p. \$1.00 paper, \$3.00 bound.

Written and published to mark the fiftieth anniversary of the New York Public Library, this handsome little book is addressed to a wide lay audience, and exemplifies the best sort of public-relations pamphleteering. Necessarily superficial, because it covers a vast subject in small compass, with reliance on anecdote and vignette to suggest complexity rather than on exhaustive description which might be more accurate if more dull, it nevertheless contains little tidbits of information interesting to even the most blasé librarian already convinced that here is one of the very greatest libraries of the world. If a fault must be found, it may lie in the fact that nowhere in this work, or in other anniversary literature this reviewer has seen, has it seemed pertinent to mention the name and identify the contribution of John Shaw Billings, the library's great founder.—Frank B. Rogers, *National Library of Medicine*.

African, Chinese Sources

A new bibliographical guide listing more than two thousand titles of periodical publications concerned with Africa has just been published by the Library of Congress. Entitled *Serials for African Studies* (1961, 163 p.), it was compiled by Helen F. Conover of the Library's Africana Section.

The serial titles listed in the new guide represent institutional serials—such as journals, annual reports, and memoirs—as well as independent magazines published in Africa and abroad. The list is based on the library's earlier *Research and Information on Africa, Continuing Sources* (1954), but—unlike it—includes a variety of ephemeral publications in Western and African languages, processed newsletters and bulletins of current information, and missionary journals and magazines, which, although not devoted exclusively to African affairs, carry articles on Africa frequently enough to be of value for research.

The entries include information on holdings in the Library of Congress or other American libraries, addresses of publishers not readily available, and, in some cases, notes describing content.

The publication is for sale by the Government Printing Office at \$1.00 a copy.

ARL Minutes

After extended discussion at its afternoon session, the Association of Research Libraries meeting in Cleveland on July 8, 1961, adopted a resolution calling for the establishment of a committee to amend the constitution and by-laws. This action followed consideration of proposals for reconstituting the membership and reorganizing the association. The committee which is under instructions to bring in the text of a revised constitution and by-laws at the Midwinter meeting of the ARL is made up of Edward Freehafer, New York Public Library; Frank Lundy, University of Nebraska Libraries; Robert G. Vosper, University of California at Los Angeles Libraries; Frank B. Rogers, National Library of Medicine, and Stephen A. McCarthy, Cornell University Libraries, Executive Secretary of the ARL.

Among the questions with which the committee will have to deal in addition to the form of organization is the question of membership and the criteria for membership; the creation of a permanent staff and its functions and responsibilities; and provision for financial support. Historically, the Association of Research Libraries has been an organization made up of representatives of institutions meeting to discuss broad issues of basic policy. Inevitably, discussion has led into areas requiring action programs. Growing opportunities for cooperative action and growing demands on libraries resulting from the increasing research requirements of the nation have created a situation which requires that research libraries find a way to function more effectively under these new conditions. The purpose of the proposed reorganization is to create the kind of structure and staff which will enable the ARL to develop an integrated program of action and to provide the means through which major research libraries can more effectively relate themselves to other societies, organizations, and agencies concerned with the various aspects of research.

Action at the evening session covered the whole range of problems and programs with which the ARL is concerned. It received

Summary of proceedings of the Association of Research Libraries, fifty-seventh meeting, July 8, 1961.

and endorsed a report on the bibliographical control of microforms prepared by Wesley Simonton. It approved the report of the Joint Committee on Fair Use in Copying which was presented by Edward Freehafer, chairman of the committee. This report had already been accepted by the American Association of Law Librarians and the Special Libraries Association. The committee report concludes with the following recommended policy: The committee recommends that it be library policy to fill an order for a single photocopy of any published work or any part thereof.

Jens Nyholm discussed some of the solutions suggested by the Catalog Code Revision Committee to problems expected to arise in trying to adopt the proposed new code. The possibility of libraries' adopting the code and applying it totally to their existing catalogs appeared remote because of the necessity for changing all entries that the code would render obsolete. A concept that appeared to command considerable support is that which he referred to as "super imposition." This notion provides for a library to adopt the code and apply it to all material acquired after a certain date. At the same time, obsolete entries would be left in the catalog even though they were inconsistent with the new entries. At the conclusion of the discussion, a communication from Mr. Mumford, librarian of Congress, was read urging the ARL to appoint a committee to review the code and to study the problems associated with adoption of the proposed code.

Various activities related to the Farmington Plan were reported, and it was announced that Robert B. Downs of the University of Illinois had resigned as chairman of the Farmington Plan Committee, to be succeeded by Robert Vosper, librarian of

the University of California at Los Angeles Libraries.

Following the presentation of the Farmington Plan reports, the meeting heard William Dix describe his efforts, in collaboration with the Library of Congress and others, to gain support for an appropriation under provisions of Public Law 480. This law enacted in 1958 provides for the use of counterpart funds in various foreign countries for acquisition, cataloging, processing, translating, etc., of publications. No appropriation has yet been made to carry out the purposes of the act. Mr. Dix said he hoped that the Senate Appropriations Committee would shortly report out a small appropria-

tion. However, he was not optimistic that it would be sufficient to carry out an adequate program.

Foreign affairs colored a good deal of the evening discussions, and the Soviet Union was not omitted. Raynard Swank, having visited the USSR on a cultural exchange program earlier this year, described briefly the Russian research program on various aspects of machine indexing, abstracting, literature searching and translation. There is little mechanization of ordinary library tasks, and work procedures are cumbersome in comparison to those of American libraries.

—J. G. MILLER, *Cornell University*.

The Agriculture and Biological Sciences Subsection

SUBJECT SPECIALISTS SECTION, ACRL

The Agriculture and Biological Sciences Subsection was organized at the Cleveland Convention of the American Library Association with the intent of serving as a coordinating agency for all librarians interested in the areas of agricultural and biological sciences. The scope of the organization is indicated by the subjects listed in the Bibliography of Agriculture under the major headings of Agricultural Economics and Rural Sociology, Agricultural Engineering, Agricultural Products (Agronomy, Plant Pathology, Animal Husbandry), Animal Industry (including Veterinary Medicine), Entomology, Fisheries and Wildlife, Food and Human Nutrition, Forestry, Plant Science, and Soils and Fertilizers.

The Subsection has undertaken two projects for its first year. The first is a study of the organization and arrangement of the Bibliography of Agriculture to consider recommendations for revision of current procedures in order to increase the value of this tool to its users. The second project is a review of the area of special bibliographies, i.e., the compilation, distribution reduction of duplication of effort, and related topics.

Comments and suggestions from interested persons should be sent to the chairman of the subsection or to Mrs. Gertrude Battell, chairman, committee on the study of the organization and arrangement of the *Bibliography of Agriculture*, University of Minnesota, Agriculture Library, St. Paul 1, Minnesota.—H. Donald Ferris, *Chairman, Agriculture and Biological Sciences Subsection*.

ACRL Microcard Series— Abstracts of Titles

THE ACRL MICROCARD SERIES is published for ACRL by the University of Rochester Press under the editorship of Mrs. Margaret K. Toth. Titles are available directly from the Press. Recently published titles include:

- DURHAM, MARY JOINES. *A Study of Junior College Libraries in Georgia.* (Thesis: M.A., Florida State University, 1959.) 1961. iv, 94 l. \$1.50. No. 126

An evaluation of a group of thirteen junior colleges in terms of standards employed by various regional accreditation agencies. The following subjects are considered: curriculum, student-faculty ratio, library seating capacity, service, shelving, circulation, staff, size of collection, expenditures, library instruction. The study is enhanced by twenty-two tables. College administrative officials as well as librarians will find the Durham data useful.

- ROBERT, ETHELYN JOHNSON. *Foreign Language Specialization as a Recruitment Area for Librarianship.* (Thesis: M.A., Emory University, 1959.) 1961. v, 98 l. \$1.50. No. 127

The investigator attempts to relate the interests, abilities, and personality traits of foreign language majors at Emory and Agnes Scott between 1949 and 1958 to the field of librarianship. Respondents reported an almost total ignorance of specific opportunities in the library profession for language ability. Many indicated possible consideration of librarianship, had its opportunities been known. This study considers what to do about developing closer lines of communication with potential recruits for the profession in the foreign language area.

- SCHMIDT, VALENTINE LUCILLE. *The Development of Personnel Selection Procedures and Placement Services in the Professional Staffing of the Library, 1935-1959.* (Thesis: M.S., University of North Carolina, 1960.) 1961. 143 l. \$1.50. No. 128

Selection procedures in the various types of libraries do not vary much and in general are similar to those in comparable professions. The author suggests nine aspects of librarianship which require continued attention or further study in order to maintain desirable conditions and to help the growth of the profession through improved selection and placement procedures. Improvements in personnel administration and personnel selection and placement, it is felt, are vital to the entire profession.

- CHEAPE, KATHLEEN SOPHIA HAM-BROUGH. *Confederate Book Publishing with Emphasis on Richmond, Virginia.* (Thesis: M.S. in L.S., University of North Carolina, 1960.) 1961. vi, 152 l. \$1.50. No. 129

A presentation of the emergence of a southern book publishing industry, its continuance despite overwhelming odds, and the difficulties that had to be overcome in bringing these books to press. Included is an account of publishing in six of the eleven Confederate States and a discussion of the Confederate copyright act and the abuses of it.

A listing of Richmond imprints taken from newspaper advertisements from May 10, 1861, through March 31, 1865, gives some idea of the scope of book publishing in the capital city. The author believes that the most remarkable aspect of Confederate publishing was its continuance in the face of almost insurmountable obstacles.

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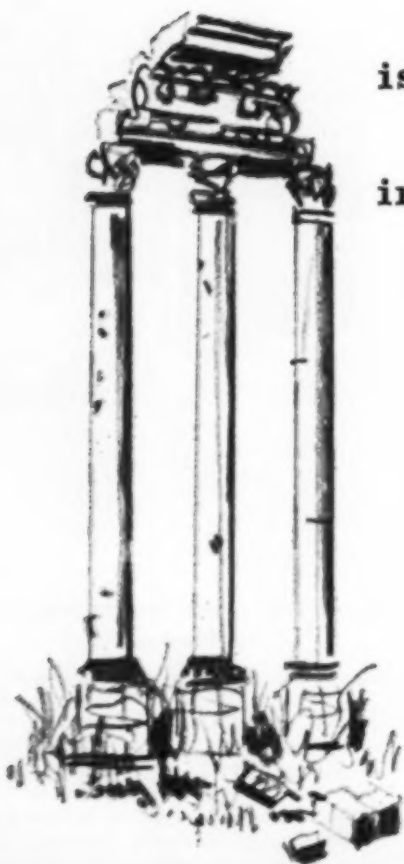


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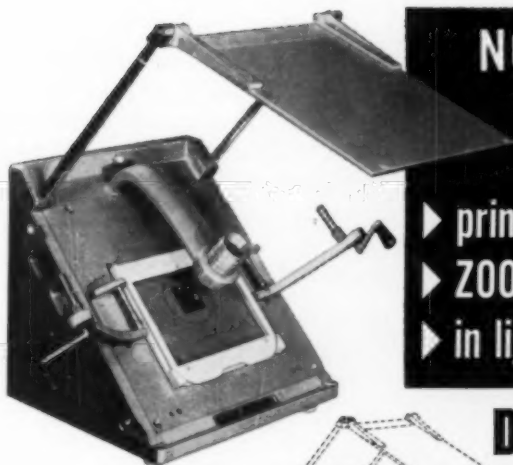
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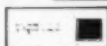
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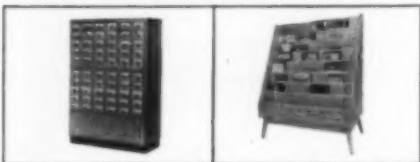
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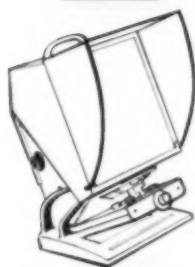
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